DOCUMENT RESUME

ED 324 486 CE 056 023

TITLE	Business Experiences for Educators. A Professional Growth Plan.
INSTITUTION	Oregon State Dept. of Education, Salem. Div. of Vocational Technical Education.
SPONS AGENCY	Oregon State Economic Development Dept., Salem.; Oregon State Legislature, Salem.
PUB DATE	Jun 90
NOTE	115p.; Developed by the Business-Education Compact of Washington County.
AVAILABLE FROM	Publications Sales, Oregon Department of Education, 700 Pringle Parkway SE, Salem, OR 97310-0290 ($5.00).
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Apprenticeships; College Programs; Educational Innovation; Graduate Study; *Inservice Teacher Education; *Internship Programs; Postsecondary Education; Program Development; *School Business Relationship; Secondary Education; *Summer Programs; Vocational Education Teachers
IDENTIFIERS	Oregon

ABSTRACT

Based on a program developed in Oregon, this guide provides information on creating and maintaining a program to link schools and businesses in order to allow teachers to have summer assistanceships. The guide covers the need for such a program, its purpose and desired outcomes, potential organizational structures, managing the program, funding program management, teacher compensation, graduate credit, summary of commitments to the program, program evaluation, and maintaining the program. Twenty appendixes describe the Workforce 2000 Educator Internship Program that is the basis for the guide; they include the documents used in that program, such as letters, flyers, workshop guides, job application forms, evaluation survey forms, graduate seminar and practicum outlines, employer-school agreements, and surveys of participants. (KC)

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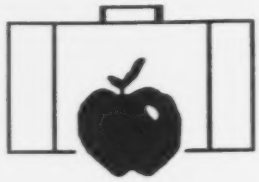

CE 056 023

FUNDED BY A WORKFORCE 2000 GRANT FROM
THE 1989 OREGON LEGISLATURE, IN COOPERATION
WITH THE OREGON ECONOMIC DEVELOPMENT DEPARTMENT
AND THE OREGON DEPARTMENT OF EDUCATION,
DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION

JUNE 1990

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Developed by the Business-Education Compact of Washington County. Funded by a Workplace 2000 grant from the 1989 Oregon Legislature, in cooperation with the Oregon Economic Development Department and the Oregon Department of Education, Division of Vocational and Technical Education.

Printed June 1990 by the

Oregon Department of Education
700 Pringle Parkway SE
Salem, Oregon 97310-0290

John W. Erickson
State Superintendent
of Public Instruction

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We wish to acknowledge Dr. George E. Russell who was the primary author of this document working under contract to the Business-Education Compact of Washington County. Also instrumental in the production was Tamra Busch-Johnsen, Executive Director of the Compact, who provided guidance and basic information upon which the document is constructed. Members of the Compact's Advisory Board who provided editorial assistance are Gary Conkling, Sue Hiscox, Charmagne Ehrenhaus and Bart Hoemann.

In addition, the many educators and businesses who have participated in the Compact's Educator Assistantship program over the past five years have contributed greatly to the success of the program and to the general management structure which is described in this document.

THE OPPORTUNITY

As the classroom doors close in June, teachers are off to other activities, whether it be working on advanced degrees, visiting relatives, painting houses, or participating in special projects that may or may not be school related. Seldom would teachers go knocking on the doors of Sequent Computer Systems Inc., NIKE Inc., Tektronix Inc., Portland General Electric or the National Weather Service and ask if they could work for a couple of weeks and learn about careers and/or skills needed in their business/agency. Those doors would either remain closed or prove too hard to open.

An assistantship program opens doors of opportunity for all educators. Opportunities which offer a kindergarten teacher a chance to learn about the teamwork required to be successful in a business. Opportunities which offer a junior high or high school math teacher a chance to learn about applied uses of math in the working world. Opportunities which offer a community college or technical college faculty member a chance to learn about what an electronics engineer would do in a high tech company.

Educators say:

> What I found in my assistantship experience was beyond my wildest dreams. The summer has been the equivalent of a kid in an information candy store that was giving away free samples.
>
> We spend a lot of time in education talking about giving kids a good education but we have only the vaguest sense of what that is, how good a job we do, and what we could do to improve.
>
> I spent my summer writing programs to solve real-world, challenging problems.
>
> My assistantship was a tremendous success for me. I am planning ways to bring my experience back to the classroom, a tour of the plant, a meeting with engineers at the plant, and hopefully an on-site project for my students to complete. It has boosted my self-confidence.
>
> The project provided me with first-hand experience with which to stress cooperative learning in my classroom, particularly with problem solving skills. Any site-based management and self-management system requires all employees to contribute to helping solve problems that occur.

Opportunities for educators resulted in opportunities for the business community. Business supervisors also gained from their experiences with the program. Here are a few of their comments:

> The teacher gained by receiving insight into our business and practices. We gained by benefitting from his project management skills, and his thoroughness.

The teacher was a great asset to our staff. Her enthusiasm was contagious. She brought new ideas to the workplace. She was fun and interesting to work with. AND she produced a great product.

We asked our teacher to do a complex job market analysis, usually tackled by the likes of MBAs. He did it all well and thoroughly. He is not an isolated example by any means. Because of their organization, work ethic, and people skills, teachers make great employees. Businesses sponsoring assistantships aren't just helping education; they are doing themselves a favor.

We cannot expect our schools and teachers to produce the workers we expect with the resources we currently provide them. Business needs to get involved in programs like the Compact's Assistantships which provide opportunities for motivated teachers. We need to provide the means for educators to learn about us.

When the bells ring again to call students and teachers to their classrooms in the fall, those teachers who participated in an assistantship program return energized, enthused, informed, and armed with a wealth of new resources and ideas. If you wish to provide opportunities to the teachers in your community, which will result in the kinds of testimonials quoted above, this document is for you.

INTRODUCTION

This document will help you develop an educator assistantship (internship) program--a non-traditional approach to professional growth for educators--in the businesses of your community. The assistantship program provides educators from kindergarten through higher education extended periods of time to work on assigned projects within businesses. The content of the each project is developed cooperatively between a business and a school or some intermediate organization, and is primarily determined by the needs of the business.

Communities vary in their size and makeup, and one process will not be feasible in all cases. Consequently, we indicate a variety of ways to approach many of the elements. However, we believe that the best program will result if all the business and educational institutions within a given geographical area are coordinated through some organization which equally represents both interests.

This information will assist you in creating and maintaining your own educator assistantship program which is funded from your community's resources and/or foundations, governmental agencies, and other such groups. In many cases we provide great detail, including sample letters and other documents which may be copied, revised, or not used at all, depending upon how you choose to proceed.

The 1989 Oregon Legislature, in its Workforce 2000 Bill, established an "Oregon Business and Industry Internship Program." This program provides professional development experiences for certificated high school vocational/technical teachers and high school counselors of vocational students. In this specialized program the stipends are funded from the State level. If you are interested only in applying for funds and managing this particular program, we refer you to the section of the document titled "Workforce 2000 Internship Program," where we outline its main points and special provisions.

We include the information about the State-funded program in a separate section at the end of the document, not to indicate that it is of lesser importance. In fact, you may wish to begin your efforts with that program, although it is limited to a very specific portion of the educational community. It follows the other material so you will understand the total program and apply steps as appropriate to the State program. In addition, discussing the State program separately avoids confusion as to the processes involved in the two programs.

STATEMENT OF NEED

Educators at all levels--elementary, secondary, community college, and college/university--need professional enhancement programs to keep abreast of developments in their teaching fields and in teaching theory and techniques. Educators now meet many of those needs through college and university courses, workshops, seminars, conferences and self-study programs.

In recent years, however, it has become increasingly apparent that a second dimension is necessary for a total professional development package. The growing gap between the need for highly qualified workers and the preparation received by students indicates a need for educators to instruct in areas which will help students meet their obligations in the workplace. Thus, educators must have opportunities to keep abreast of developments in the workplace and the world community. They need to see, first-hand, how the fruits of their teaching are applied in the workplace. They need a chance to translate their course work into skill development processes. They need to see in action, and understand, the concepts of team building, self-initiated and self-monitored work, and team work. They must have the opportunity to enrich their tools for teaching subjects such as mathematics, science, and communication.

One way for educators to learn about the business world and develop their knowledge and skills is to have some learning experiences--assistantships--within that structure. In addition to the so-called basic knowledge and skills, participants become more aware of workplace requirements such as: problem solving skills, group process skills, and positive attitudes toward work. Educators also begin to acquire a grasp of the types of opportunities available to students after they leave school. It is this aspect of professional development which is discussed in this document.

PURPOSE AND DESIRED OUTCOMES

This is not a summer job program for educators, although participants do get paid for their work. Instead, it is an educational experience to make educators more effective in their jobs, thereby contributing to preparation for the workforce and to educational excellence generally.

The educator assistantship program is a non-traditional path for professional development in which educators learn current practices and practical applications of the subjects and skills they teach.

The major outcomes of the program are:

1. Employers gain access to educators' skills and expertise for project assistance, while demonstrating specific needs for education.

2. Educators learn practical applications of subjects and skills they are teaching through a "hands-on" business project, returning to the classroom with a better perspective of the working world and with new ideas to enhance their curriculum.

3. Educators learn to recognize and value skills they take for granted as educators, and build self confidence regarding their ability to function in all work settings.

4. School districts gain professional staff who apply their practical experience and skills to enrich the education of students in their district.

POTENTIAL ORGANIZATIONAL STRUCTURES

An educator assistantship program requires an organization which manages the program. There are several organizational structures within which the educator assistantship program may be effective. We identify three possibilities here.

1. Establish an area-wide organization. By far the most efficient and effective structure is one in which the entire community or several adjacent communities work as one unit. This has the advantage of providing a large base from which educators and businesses may be recruited. It does require some type of organization that encompasses the entire area to act as the organizational pivot, if not the managing unit.

   A full-blown organization, with smoothly operating programs, does not happen overnight. The process of organizing such a structure is not overwhelming, but it does take a considerable amount of effort and dedication on the part of the leadership in both the business and education communities to form the partnership necessary to initiate activities such as the educator assistantship program. It is imperative that recognized and influential leaders in each arena--at least one in business and one in education --lend not only their names, but their time and the support of their organizations, to the venture in order to provide credibility and attract others. The active support of the local chambers of commerce within the proposed organizational area is also crucial.

   One flourishing example of this type organization in Oregon is the Business-Education Compact of Washington County (hereafter referred to as the Compact) which carries out many activities, one of which is the educator assistantship program. Some of the most significant features of the organizational structure are identified at this point.

   - It is a voluntary non-profit organization with an advisory board made up of an equal number of members from business and education in Washington County. Membership reflects the full spectrum of the business community and represents all levels of education.

   - It basically serves as a catalyst, stimulating existing organizations to undertake activities designed to solve problems in the educational arena. In cases where a particular need is not being addressed, it works toward the establishment of a new organization or process to deal with it.

   - The basic funding is derived from annual membership dues from both educational institutions, and businesses. In addition, individuals may become members.

   - Membership dues fund a professional staff member and secretary. A local business provides space and office expenses in addition to its annual dues.

Appendix A contains detailed information about the Compact, including some historical data and a description of the programs with which it is associated. Additional material is available by contacting the Compact at

Business-Education Compact of Washington County
P. O. Box 500, 74-250
Beaverton, OR 97077
Phone: (503) 627-5505

2. Use an existing organization which represents a large portion of the community. In more isolated communities it may be possible for the local chamber of commerce, or another organization which serves the same basic purpose, to join with the school districts included within its sphere of influence to provide the program. It is desirable to have as broad a base as possible from which to recruit educators and also to provide work stations. No business or school within a reasonable geographic area should be excluded. If the chamber is able to provide the management of the program within its usual funding procedures and budget, no significant additional funding will be required.

   We point out in the next section of the document that, depending upon the size of the program, the overall management responsibilities can be quite time consuming. If the number of participants exceeds the capability of the regular staffing of the organization, additional funding options, which are directly related to the number of assistantships may be utilized. Those will be described in the section on "Funding the Management of the Program."

3. Function with a single school district and/or business. If a single school district and business want to begin an educator assistantship program, and there is no interest on the part of other organizations in your community, it is possible for a program to operate with just one school district and one business. In such situations, one of the two entities should manage the program. We point out the obvious: unless the business is of a fairly substantial size, one can ordinarily expect it to afford only limited opportunities for educator assistantship projects. Certainly, such partnerships are better than nothing. However, as soon as possible, it is desirable to expand the arena in which the program functions.

MANAGING THE PROGRAM

The management format depends largely upon the organizational structure within which you operate. Thus, if you have an organization such as the Compact involved, it manages the program. Without the involvement of such an organization, it is essential that another group take on the management function. The local chamber of commerce, the Educational Service District (ESD), one of the involved school districts, or some other existing agency could fulfill that role. The agency must wield some influence throughout the area in order for other units to see it as an acceptable management agent. Note, also, that the management function entails some costs, including management personnel, secretarial time, and general office equipment and expenses. Either the managing agency must cover all the costs, or participating businesses and schools must assist by providing funds to that agency. The function cannot reasonably be maintained solely through voluntary efforts if you have a program of any substance at all.

The first step in setting up a program, of course, is to establish the relationships alluded to above, and identify the educator assistantship program as a project to be undertaken. Once that commitment is established and the managing agency is identified, there are several tasks which must be undertaken by the program manager. These tasks are identified below and are listed, as nearly as possible, in the order in which they must be executed. (Clearly, several different activities may be occuring in a given period of time. In many cases we provide a timeline.) We are rather specific in this particular portion of the document. You might wish to vary from the list, but experience indicates that each task is important to an ongoing, successful program. Keep a record of all phone calls made, and make notes on each call for future documentation purposes, as needed.

It is important to note that the staffs of private elementary and secondary schools, and institutions of higher education should also be involved in the program. Thus, when we indicate that a particular activity involves specific positions in the public schools, it also applies the comparable positions in private schools and institutions of higher education.

<u>Gain Business Support</u>

1. Make presentations to the the Chamber of Commerce, business related professional organizations, Lions, Kiwanis, Rotary, other service clubs, churches, and other groups in the community to acquaint them with your organization generally, the educator assistantship program in particular, and to solicit their support. (Timeline: In the fall before the first summer assistantship program, and then ongoing.)

2. Obtain names of business contacts who can provide entree' into the company/agency. These names can come from members of the organizing group, members of the groups to which you make presentations, and other available sources. (Timeline: In the fall before the first summer assistantship program, and then ongoing.)

3. Call those business contacts to explain the general nature of the program, to solicit their support, and/or to obtain the names of the individual in each of their organizations who will be your contact for further actions. (Timeline: Ongoing.)

4. Send letters and other informational materials to those business contacts to provide details of the program and how they can become involved by designing work projects for educators. Appendix B includes sample letters to first time and previous participants. (Timeline: Initial letter in December-January.)

5. Follow up the letters with phone calls and attempt to arrange for a time when you can meet with the key personnel in the businesses to present specific information about the program. (Timeline: January-March.)

Gain School Support

6. If the school superintendents in the area meet together on a regular basis, make arrangements to get on their agenda to explain the program and gain their support. If you are unable to meet with the superintendents as a group, you will need to call each one individually to arrange for a meeting in which you can cover the items listed in the next item. (Timeline: Fall.)

7. If you conducted a group meeting with superintendents, follow it up with individual phone calls to, or individual conferences to consider the following items:

    * Provide additional information about the program.
    * Determine the district's financial commitment in terms of educator stipend, etc. for the program.
    * Gain approval to make the necessary contacts with administrators and teachers in the districts.
    * Determine who your contact will be for the day-to-day operational matters, and, if different, who will sign off on the contract among the parties.
    * Get approval to use the district's interschool mail system to distribute materials relating to the program.

8. Follow up with a letter to the superintendents to verify the agreements made by phone or in the individual conference.

9. Contact school principals, individually or in groups, to be sure they know about and understand the program. Principals are vital due to the fact that in most districts they work with their staffs to determine professional development needs and activities. (Timeline: Ongoing.)

Recruit Educators

10. Arrange for graduate credit classes in which educators enroll. This should include provisions for both practicum credit and seminar credit. See the section "Graduate Credit" for more detail on this topic. (Timeline: Any time before April.)

11. Begin informing educators and recruiting them into the program. (Timeline: Fall and Winter)

    * If possible, get on the agenda for just a few minutes at the opening of school orientation session, if a district has such an activity in which all the educators are

together. At this time, simply let them know the program is in place, describe its basic features, and let them know you will be making contacts with them later through flyers and staff meetings.

* Whether or not you have an opportunity to speak to the educators enmasse, make presentations to as many individual school staffs as time allows to provide explanatory materials and answer questions. At those meetings provide written materials which give information regarding the following items:

    * Process for applying
    * Compensation
    * Graduate credit, if a part of your program
    * Timelines for applying, screening, and placement
    * Workshop which assists educators in writing resumes' as they prepare applications for the summer work projects. Appendix D contains materials which may be used to carry out the workshop.

* Send a one page promotional flyer to each educator in the area you cover. Appendix C provides a sample flyer distributed by the Compact. In order to do this most effectively you will need to determine the number of educators in each school. Also, we suggest that you utilize the ESD delivery service for this distribution. (Timeline: February.)

Recruit Business Jobs

12. Make contacts with the business supervisors who have agreed to be involved, to assist them in identifying appropriate short-term projects which will provide a service to the business as well as serve as a valuable learning experience for the educator. It is desirable that the program manager work with the business supervisor to ensure that the project description properly identifies the task in terms that will be meaningful to the educators reading it.

13. Screen the requests from businesses to be sure the activities are such that they will be learning experiences for educators. Do not allow businesses to be involved if they are simply trying to gain entry to a pool of people to sell products door-to-door during the summer, or make sales through their connections with students.

Publicize Assistantship Opportunities

14. Assemble the descriptions of all jobs which have been lined up with the businesses. We mentioned above that the program manager should work with the businesses to develop meaningful job descriptions. After those descriptions have been submitted, the program manager should again review them and make necessary revisions to bring about a reasonable uniformity among the formatting of the descriptions before printing.

15. Send flyers listing job opportunities and the process for participation to each educator. Appendix E shows a sample flyer. We suggest you utilize the Education Service District's delivery service if possible. (Timeline: Send the first listing and descriptions at the end of March. Continue to solicit jobs and send a second listing in early May.)

16. In that same mailing include copies of the job description package to educators. Appendix F contains a sample listing of job titles and a few sample job descriptions. If you do not have a large program, it might be feasible to send a package to each educator. But if the number of positions is large, you will want to consider a different distribution of the job description packages and have those receiving them make them available to the educators within their sphere of influence. We suggest the following:

    * Superintendent
    * District personnel director
    * District communications and public relations directors if such positions exist
    * All principals (for their information and use as they work with staff)
    * One for every ten educators in the school
    * All department heads or other leaders in secondary schools (to share with the educators in their departments)
    * Staff development specialists in individual schools and in the district office
    * Faculty lounge
    * Professional library, if the school has one
    * Office secretary
    * Teacher bargaining unit leaders

    The above distribution will require approximately ten to twelve packages in large high schools, and possibly only three or four in small elementary schools. The point is, that you want good coverage, but also need to be aware of costs.

    Send as many of the job description packets as you can to specific individuals. If you do not have the names of department heads, etc. send those copies to the school secretary with a cover letter explaining the importance of the program and asking him/her to distribute to the people you identify. See Appendix G for sample cover letters.

17. Send copies of the application form to schools. We suggest that a copy of a form such as that shown in Appendix H be included in the job description packages, with instructions to copy as needed. If you choose not to do that, at the very least copies should be sent to all those receiving the job description packages with instructions to copy as necessary.

Screen Applicants

18. Have educators complete an application form for each job in which they are interested, and send them directly to the program manager. The principal should sign off on each application to indicate he/she is aware of the intent, not to approve or disapprove it. (Timeline: Allow about two and one-half weeks turnaround time.)

19. Send a letter to all applicants, letting them know their applications have been received. Appendix I contains a sample letter. (Timeline: Immediately upon receipt of the individual applications.)

20. Screen the applications to see that the applicants meet the requirements for the specified jobs and that the information is complete.

21. Send the appropriate applications, with a cover letter, such as the one in Appendix J, to the business supervisors. We recommend all applications for a job be forwarded unless the supervisor has asked the program manager to screen down to a specified number. (Timeline: One day after the application deadline.)

22. Have the business supervisor process the applications, select candidates to be interviewed, inform the program manager of those names, make a selection for the job, and inform the program manager of the choice. (Timeline: In the sample cover letter in Appendix J).

23. After all jobs have been filled, send letters of regret to all applicants not selected for any position. Appendix K contains two sample letters: one which informs the applicant about new positions available for application; the second which is a final rejection.

Follow-Up With Successful Applicants

24. Negotiate the learning contract with the business for each educator. The contract contains such items as the length of the project (usually between 3 and 9 weeks in the summer vacation period), desired results, the amount of compensation, and the manner in which it will be paid. (See the section on "Educator Compensation" for more detail). This helps ensure that the business, educator, and school district each benefit from their investment in the program. We recommend the following steps:

    * Prepare a typed draft of the contract.
    * Send a cover letter to provide instructions, and the original contract to the business supervisor for signature, or for changes before signature. Appendix M contains a sample cover letter.
    * Send a copy of the contract--stamped DRAFT, with no signature page--to the educator, with courtesy copies, also stamped DRAFT, to the superintendent, principal, and the fiscal agent in the school district. These draft copies are not to be signed. Item #25 contains additional information regarding a letter which should accompany the contract sent to the educator.
    * The business supervisor will send the signed original contract (with revisions, if any) directly to the educator to sign.
    * After signing, the educator will send the contract to the school district representative empowered to sign.
    * The district representative will sign the contract and send it on to the program manager for signature.
    * After signing the contract, make copies for the business supervisor, the educator, and the school district representative. Send the completed original signed contract back to the business supervisor. Keep a copy for your files.

    At first glance the above procedure for handling the contract may seem to be cumbersome and involve more people than necessary. However, experience shows that the contract for signature moves along very well from one person to the other, primarily because all the parties concerned have a vested interest in it. The draft copies are important to keep administrators informed and to continually remind them that the program is alive and functioning. (Timeline: As positions are filled.)

25. As each job is filled, send a letter, along with a sample contract, to the successful candidate informing him/her of his/her acceptance. See Appendix L for a sample contract and letter. In the letter, provide information about:

    * Orientation group meeting for educators prior to the end of school.
    * Procedures for dealing with the graduate credit class, if part of your program
    * Program evaluation process
    * Nature of the contract to be signed by the educator and business
    * Requirements such as seminars, reports, etc. in addition to the actual work experience
    * Instructions for completing the signatures on the final contract when it arrives.

    Copies of the letter should be sent to the principal, superintendent, and other appropriate administrative staff, depending upon the structure of the district.

Monitor and Follow-Up

26. Monitor the progress of the project. This does not imply a day-to-day monitoring of the educator on the job. It does mean that the program manager needs to check periodically with the educator and business supervisor to assist with problems and to answer questions. We recommend that the managing organization have a subcommittee to advise in regard to the educator assistantship program. Members of the subcommittee may also be utilized in this monitoring process.

27. Have the educator prepare a summation of his/her experiences and submit it to the program manager. The summation should include a statement about activities in which he/she engaged. It might also include information about the skills gained, high points and low points of the experience, a general statement about the ways in which the summer's activities will be carried over to the classroom, and other items deemed significant by the educator. A suggested format for the summation is provided in Appendix N. (Timeline: End of October.)

28. Formally evaluate the program in the early fall, based on input provided through completed surveys from business supervisors and educators and report the findings to the managing organization's advisory board. In addition send copies of the report to all participating educators and business supervisors Appendix O contains sample survey forms and responses from the Compact's participants in 1989.

FUNDING THE MANAGEMENT OF THE PROGRAM

Assuming that one of the participating businesses, school districts, chamber of commerce, or another existing agency does not completely sponsor the management of the assistantship program, there are several expenses which must be covered. The staff--both professional and clerical--is the largest single item. In addition, you need office space with the accompanying furniture, files, equipment and supplies. The equipment should include a computer for record keeping and word processing, and a copy machine. A telephone is required, and FAX equipment is desirable. It makes it easy for you, businesses and school districts to transmit documents in a short time period. The primary supply items are paper and postage. You need to budget for mileage reimbursement for the staff. You also need to have the capability to print materials for distribution to schools and businesses.

Some of the management expenses may be offset by in-kind contributions from members of the business and/or education communities. For example, you might be able to find office space in one of those facilities at no cost. You may be able to get most of your paper, printing, layout time, and other such items donated. A local business may contribute the necessary computer equipment and/or other equipment. Examine the possible alternatives before purchasing any of these items.

If the program is small enough that the management and operational details can be handled by the staff of one of the existing organizations in the community, such as a chamber of commerce, a school district, or one of the businesses, funding is not a problem. Or, if a special organization such as the Compact is organized and membership dues are assessed, those funds may be sufficient to provide the necessary staff for a relatively small program.

In either of the above cases, however, if the staff is unable to meet all its regular obligations and carry out the functions required for an assistantship program, other sources of income need to be devised to provide additional staff. It may be possible to obtain start up funds from a charitable organization or governmental agency, although counting on such action is probably not prudent. Even if funds are made available for the initial costs, such sources generally cannot be depended upon to provide funding over a period of years for operational costs. As mentioned earlier, Workforce 2000 funds may be available to operate a program for vocational technical teachers and school counselors.

In the absence of a large block of money or personnel from one source, we recommend a two-pronged approach tied directly to the number of assistantships generated, and one in which both the business community and school districts contribute.

1. Participating educators enroll in a 2-hour graduate practicum as part of their responsibility. (Additional information regarding the graduate credit program is included in another section of this document.) Within the Oregon State System of Higher Education it is possible to arrange for a small portion of the tuition fee to be passed on to the institution granting the credit, to cover costs of processing. The remainder of the tuition remains with the managing organization to cover the costs of providing the

instructional activities associated with the credit--orientation sessions, seminars, etc. Educators pay tuition for the practicum as they would for any graduate level course, and claim reimbursement from the district through its normal procedures.

2. For each educator placed, the business reimburses the managing organization $250 as its part in funding the administrative cost of the program. The exact nature of that reimbursement will depend upon the agreement made in the contract negotiated by the program manager with the business. It can be paid as a service fee, as a 501(C)(3) contribution if the managing organization is registered as a non-profit organization, or in other ways which fit the needs of the business. (The Compact is so sure of its program that it offers to refund the $250 if, after the completion of the project, the business feels it has not received expected value from its participation.)

It should be noted that these two funding activities generate approximately $380 of income for the managing organization for each educator placed. (If the educator enrolls for more than the two-hour course requirement, a larger amount is generated.) Obviously, the program must include a sizeable number of assistantships in order to provide enough funds for even a one-half time manager and support clerical assistance. But, as we have mentioned previously, in the beginning stages, existing staff in the organizations involved may be able to handle the load. This is especially true if an organization such as the Compact is created and funded through a membership fee schedule.

EDUCATOR COMPENSATION

Although the assistantship program is not a summer job program, educators should and do get paid for their work. Most programs set a basic weekly or hourly stipend which applies to all projects regardless of their nature. We suggest that a total stipend of $10.00 per hour is the minimum which should be established for an educator participating in the program for the first year. We recognize that this amount is not high, but it, along with the promise of a significant professional growth experience has proven to be sufficient to attract many educators to the Compact's program. We do not preclude the establishment of special salaries for special individual projects, however. The stipend may be determined by a combination of the type of project, the experience of the educator in that particular area, the training of the educator in the area of work, and other such factors.

It is desirable to have both the business and the school district contribute toward the stipend, if for no other reason than to demonstrate they are partners in the venture. The fact that the school district is willing to make a financial commitment to the program may make the idea more saleable to the business community. We suggest that a reasonable split is 70% ($7.00) for the business and 30% ($3.00) for the school district, although other percentages are possible. Educators should be allowed to participate in the program whether or not their districts make any contribution toward the stipend.

We recommend that if a educator participates in the program a second year or more, the business portion of the stipend be increased to a minimum of $8.00 per hour. The recommendation is based on the fact that an individual who has participated in a business project should take less orientation, and will have a better grasp of the expectations in business.

In negotiating the contract, the program manager will need to work with the business and school district to determine the manner in which the educator will receive his/her compensation. It is possible that more than one approach may be used in your program, depending upon the needs of the individual business or school district, and policy constraints. We identify the following approaches used in various programs:

1. The business reimburses the school district its portion of stipend and benefits. The district then pays the total stipend to the educator using its normal procedures. We believe this is the preferable procedure, but it does entail additional accounting work on the part of the school district's business office. Depending upon the provisions of the contract between the school district and the bargaining unit, the district may be responsible for payment of the Public Employees Retirement System (PERS) contribution on the entire summer stipend. (This must be checked out with the school district business office before negotiating the summer work contract to be sure there is no misunderstanding about the matter.)

2. The business and the school district each pays its portion of the stipend directly to the educator, using the usual fringe benefit and salary deduction procedures. This has the advantage that the school district does not have as much accounting responsibility and may not incur as much responsibility for (PERS) payments. However, it does require

that a communication link be established between the business and the district to provide the district with information about the number of hours actually worked and eligible for stipend. We believe this process demonstrates a fragmentation in program that is not desirable.

Some businesses operate through temporary services agencies to pay their portion of the stipend to the educator. Thus, their obligations regarding fringe benefits, etc. are met just the same as for other temporary employees obtained through the agency.

3. The educator can act as an independent contractor and meet all the requirements entailed, thus enabling the total stipend from the business (with no withholdings) to be paid directly to the educator. In this situation, the educator is responsible for paying all withholding items (FICA, income tax, etc.). In such cases the contract should emphasize the project to be completed, not an hourly wage. It is our understanding that the district cannot pay its portion to the educator as an independent contractor. Any compensation to its employees must be run through the usual payroll process.

   We do not recommend this procedure unless all parties concerned have carefully investigated their legal obligations and responsibilities when dealing in the independent contractor arena.

It is desirable that all project payments be handled in the same manner in order to avoid multiple procedures. However, as mentioned above, it is possible for the program manager to negotiate different procedures for various contracts based on the needs and desires of the businesses and districts involved. As in most situations, flexibility creates some management concerns which must be carefully monitored to be sure part of the process does not "slip between the cracks."

GRADUATE CREDIT

We have mentioned graduate credit classes several times throughout the document. If you use the practicum credit as one means of financing the management of the program, it is, of course, an essential ingredient. Regardless of whether it is a requirement, giving educators the opportunity to receive credit for the experience provides an additional incentive to participate.

Depending upon your location, you may have a variety of institutions, both public and private, through which you can arrange for graduate credit. It can almost certainly be done by contacting the Oregon State System of Higher Education (OSSHE) Division of Continuing Education that serves your area. We describe here the program developed by the Compact in conjunction with the OSSHE to provide a model. You may be able to arrange for two types of experiences.

- First, a graduate credit practicum course which may be taken for two to four hours credit. There are two basic requirements. First, the educator must work for at least thirty hours in the workplace for each hour of credit. Second, the educator must develop a graduate level document which describes the extent to which the educator accomplished the objectives identified in the Project Proposal, and includes a unit of instruction that incorporates what was learned from the experience.

- Second, a two credit hour graduate seminar course which requires the educator to participate in a weekly seminar with others enrolled in the course. In addition to participation in the seminars, the educator must complete a unit of instruction that incorporates what was learned from the experience, and work at least 60 hours on the job. Appendix P provides an outline for the graduate practicum and seminar programs.

You should be able to arrange to pass a small portion of the tuition on to the Division of Continuing Education for processing the necessary documents. (In 1990 this amount was $30 per summer credit hour.) The remainder of the tuition is retained by the managing agency for monitoring the practicum experience, and conducting the seminars and other activities related to them. As we mentioned previously, the funds received from this activity <u>can</u> help finance the management of the program.

It is important to note that the tuition reimbursement programs offered by most districts will provide the practicum and seminar experiences at no cost to the educator, depending upon the specific district program. However, there may be some educators who will not have any tuition reimbursement available from their districts. In such cases, they will need to pay the tuition themselves, or you will need to make individual arrangements for waivers.

Another common issue is that some educators may not wish to use tuition reimbursement for these activities. They may be enrolled in classes related to graduate degree or certification programs and need all of their available reimbursement for those programs. We have no suggestions for this dilemma except to indicate that the educator must make a choice.

In rare situations, there may be educators who have tuition reimbursement available, but who do not wish to earn additional hours because it will not enhance their salary situation.

Obviously, if you do not have the two credit hour practicum requirement as part of your program, this situation does not present a problem. However, if you have a required practicum as part of the program, such educators will not be able to participate unless they make the decision to utilize their tuition reimbursement.

You will note that in both cases--practicum and seminar--the participating educators must submit a graduate-level working document which describes the extent to which they accomplished the objectives identified in the Project Work Proposal, and which includes a unit of instruction that incorporates what they learned from the experience. The unit should contain goals/objectives, activities, and a timeline for implementing. In short, the document should show how the experience will be utilized to enhance the educator's teaching and or curriculum. Those documents are presented to the instructor of record. You may wish to make them available to the educators' principals, although that is not a necessary part of the credit program.

SUMMARY OF COMMITMENTS

Employer's Commitment

- Project Development--Identifies suitable project with potential benefit to school, educator and business.
- Selection and Monitoring--Selects top candidate(s). Negotiates learning contract ensuring project is mutually beneficial. Provides ongoing support and monitoring.
- Funding--Pays its percentage of costs, including payroll taxes, fringe benefits (exclusive of health and welfare insurance), and workers compensation, with the remaining stipend and fringe benefit costs provided by the school district. The recommended minimum stipend from the employer is $7/8 per hour or $280/320 per week, depending upon whether the educator is new to the program or has participated previously. Exceptions to these guidelines can be made.
- Funding Administrative Costs--Assists in funding the administrative costs of the program by paying the set administrative fee, making a comparable 501(C)(3) tax free contribution, or by other means, appropriate for the company.
- Ensures educator reaches learning objects by providing typical employee supervision.
- Evaluation--Provides ongoing feedback to educator and the managing agency as to the project's progress. Completes project evaluation form.

Educator's Commitment

- Applies for specific project by submitting required information. Participates in interviews with employers, as requested.
- Enrolls in college credit practicum as established in the program requirements.
- Develops own learning objectives for the project.
- Completes project, fulfilling learning contract conditions.
- Develops in-district applications of assistantship experience through preparation of an instructional unit, if enrolled for graduate seminar or practicum credit.
- Evaluation--Provides ongoing feedback on project status to the employer and the managing agency. Participates in final project evaluation. Presents summary and evaluation of experience to school district.

School District's Commitment

- Budgets for assistantship program as part of its planning.
- Encourages educators to apply for projects and assists in recruiting and screening.
- Funding--Pays its share of costs, including payroll taxes, fringe benefits , and workers compensation, with the remaining costs provided by the employer. The recommended minimum stipend is $3 per hour or $120 per week. Pays health and welfare insurance. Exceptions to these guidelines can be made.
- Reimburses the educators for tuition paid for the practicum and/or seminar credit classes.

Management Organization's Commitment

- Provides the necessary staff to carry out program activities.
- Provides overall direction for the program.
- Gains support from both the business and education communities.
- Markets the program.
- Provides quality control.
- Provides format, develops and circulates information and gives administrative support.
- Recruits applicants and employers for projects.
- Facilitates ongoing and final evaluations.

EVALUATING THE PROGRAM

We mentioned earlier that the program manager and/or members of an advisory committee should make contacts with the educator and business supervisor during the course of the summer work project. The primary purpose is to answer questions and to solve problems that arise. However, such contacts also provide opportunity to informally evaluate specific portions of the program.

Also, the program manager and the advisory committee should meet at the conclusion of the program each year to determine if they need to make changes in any of the procedures, timelines, forms, letters, flyers, or other communication elements.

It is important to formally evaluate the program in terms of the perceptions of the participants. This should be done by surveying all business supervisors and educator participants in the early fall. Rather than identify all of the elements in the survey at this time, we refer you to Appendix O where a copy of the Compact's complete survey is provided. In addition to the questions, we have included the responses to those questions by the participants in 1989. These responses may provide some insight and assistance as you proceed with various aspects of the program.

The survey responses shown in Appendix O indicate a high level of acceptance on the part of participants. Obviously, the perceptions of educators and business supervisors are important. The fact that educators have positive experiences and learn new skills, attitudes, and knowledge indicates that the program is a positive influence on education. Businesses gain a new respect for the ability of the educators, and in the process receive products or services which are valuable.

However, this represents only a first effort at evaluating the program. The real issue is whether it makes a difference in the development of skills, knowledge, and attitudes on the part of students. This is the most difficult question to answer in relation to any professional growth activity. It requires a rather sophisticated evaluation process and cannot be done by questionnaire alone. We know of no studies which address this point specifically. The Compact is presently --1989/90 school year--making arrangements with a graduate student at Portland State University to attack this issue. Hopefully, within two years this effort and possibly those at other locations can provide us with some answers.

MAINTAINING THE PROGRAM

The most important aspect of maintaining the program is to carry out all the activities previously mentioned in a professional manner, and to constructively evaluate and upgrade. Once you have the first year under your belt, there are a number of peripheral activities which will enhance the program and keep it alive for the participants. The primary emphasis of most of the activities is communication. It is important to keep in touch with the past participants and other interested individuals.

The activities mentioned here do not exhaust the options, but provide a base upon which you can expand your program. The possibilities are limited only by the breadth of your thinking.

* Develop a newsletter or some other sort of regular written communication with your constituents in both the business and education arenas. If the educator assistantship program is part of the managing organization's total package of activities, the newsletter should showcase the entire spectrum. If however, your organization has only the educator assistantship program in place, the focus will necessarily need to be more narrow. It is important that the document be well done, but it need not be a "slick Madison Avenue" type of instrument. In Appendix Q we present a copy of the Compact Connection as one example of what can be done.

* Set up an electronic network among those involved in the program. This may be a slow process and it may take some time to include all interested parties. However, the opportunity for immediate communication among participants will greatly enhance your ability to keep the program at the forefront of their thinking.

* Keep in touch with participants. This, of course, is the purpose of the newsletter and the electronic network. But there are other rather simple ways to do this. For example, you might send cards at the winter holiday season. Send information about specific activities if that information should not wait for the newsletter. (This type of activity is where the electronic network will be advantageous.)

* Conduct an alumni reception. Each year as you begin your recruitment for the summer program, hold a reception to honor all past participants. This is also an opportunity to keep the program in the minds of those persons as well as guests invited to the reception. Publicity and other items pertaining to the reception are included in Appendix R.

* Utilize past participants to spread the word about the program and take specific information to new prospective participants. In the case of the business supervisors the contacts probably will be individual. In addition to individual contacts, educators may be utilized to make presentations to other educators in groups. In Appendix S we have included a suggested script for such a presentation.

* Prepare press releases about the program and any special events related to it. Involvement of the newspaper publishers in the organization's program and on the advisory board generally will enhance the probability of gaining good news coverage.

WORKFORCE 2000 EDUCATOR INTERNSHIP PROGRAM

The 1989 Oregon State Legislature put in place a bill with a number of economic development elements, one of which is the "Oregon Business and Industry Internship Program." It is designed to provide vocational teachers, and counselors who assist vocational students, opportunities to work in production-oriented business or industry settings related to their teaching assignments. The program is managed at the state level by the Oregon State Department of Education. The Department provides grants to agencies through the Request for Proposal (RFP) process to carry out the program within geographical areas of the state. In the Portland area the proposal, which includes several programs within the total Workforce 2000 Bill, was submitted by the Portland Area Vocational and Technical Education Consortium (PAVTEC). Since the Compact already has the machinery in place to operate an educator assistantship program, PAVTEC contracts with that organization.

We simply outline the basic features of the program in this document. For more detail we refer you to the Vocational Improvement Unit, Division of Vocational Technical Education in the State Department of Education or your Regional Coordinator of Vocational Education.

Who May Participate--All vocational educators who are teaching the majority of their time in an approved/reimbursed vocational-technical program at the secondary level, and secondary school counselors who are assisting vocational students are eligible to apply.

Program Purpose--It is designed as a staff development program to enhance educator skills and knowledge in their teaching areas, and to acquaint them with procedures in the business/industry community.

Length of Work--The experience must be for a minimum of three consecutive weeks.

Educator Compensation--The districts, or other eligible recipients, receive $90 per day to pay educator stipends. The businesses in which educators work do not incur any costs related to stipend.

Other Program Costs--All program costs other than educator stipend, i.e., benefits, mileage, food, and lodging, are the responsibility of the district or educator assistant.

Work Site Selection--The program, as it is described in the RFP, calls for the educators to make their own contacts to find work sites in business and industry. However, if you already have an organization in place which finds work placements for educators, the State-funded program can simply become a part of it, with the modifications necessary to meet its specific requirements.

Business Responsibility--In addition to providing the work project, the business is expected to provide necessary supervision for the educator; provide opportunities to learn about and participate in company training programs when appropriate; provide

opportunities to learn about the company administrative structure, and to participate in appropriate staff meetings.

Educator Responsibility--In addition to carrying out the functions of the job, the educator is expected to participate in a pre-assistantship orientation session at the regional level; add the new skills and knowledge to his/her curriculum or program of work; evaluate the internship program experience and site; complete a Curriculum or Program of Work Summary of new skills/information; provide the school administration with an updated equipment list or list of needs pertaining to counseling; participate in follow-up meetings and workshops to share the internship experience.

Clearly, some of the management provisions suggested previously need to be modified for this program. However, if you have a program underway for all educators, much of the State-funded program management can fit within that structure. You will need to determine the extent to which they will mesh, based on your program. Listed below are some of the areas in which you will want to consider special procedures for the State-funded program.

* Since there a relatively small number of vocational teachers and counselors, we suggest that you survey them by name, if possible, to provide information about the program, and to determine their needs, background and desires in terms of learning experiences. A sample survey form is included in Appendix T.

* Armed with the specific information about the types of work experiences needed for these educators, contact specific businesses which might be able to provide those types of experiences and attempt to make a match between the two.

* Combine the State-funded program with your regular program in terms of the length of the work experiences. While the State grant may limit the number of days for which the $90 educator compensation is provided, it does not necessarily limit the educator to that number of days. You can extend the time at the same or different rate of pay, depending upon the arrangements you can make with the employer.

* The State-funded program requires reporting and supporting documentation beyond that you probably will have in an independently funded program.

Despite the limited number of professional staff to which it applies, the Workforce 2000 plan offers an excellent beginning assistantship program which you may expand to include all educators as you gather some experience. This has the obvious advantage that funding is less of a problem in the beginning if your request for funds is approved. Obviously, some sort of organization is required to submit the request for funds. Again, we suggest you contact the Division of Vocational Technical Education in the Oregon State Department of Education to determine the possibilities and limitations.

APPENDICES

A Information about the Business-Education Compact of Washington County

B Letters and forms to businesses providing program details

C Promotional flyer for educator recruitment

D Resume' workshop information

E Informational flyer to accompany job description packets

F Job titles and sample job descriptions

G Cover letters to accompany job description packets

H Job application form

I Letter to applicants acknowledging receipt of their applications

J Letter to businesses to accompany applications forwarded to them

K Letter of regret to applicants not selected for any job

L Cover letter sent to successful applicants

M Contract cover letter and sample contract

N A summation document of experiences

O Evaluation survey forms for educators and business supervisors

P Graduate seminar and practicum outlines

Q Business-Education Compact of Washington County Newsletter

R Reception publicity and program information

S Suggested script for teachers to use in making presentations to educator groups

T Survey of vocational technical educators

BUSINESS-EDUCATION COMPACT OF WASHINGTON COUNTY

The Business-Education Compact of Washington County was created in 1984 to provide opportunities for business and education leaders to work together to promote educational excellence and expanded educational and research opportunities in their community.

The dream started when a small group of business and education leaders, stunned by reports such as the "Nation at Risk," gathered to discuss what could be done to foster quality education. Those early dreamers believed closer links between business and education was a first step toward achieving higher levels of quality.

The Compact started out with a 32-person board of directors, composed of 16 business leaders and 16 educational leaders. The businesses represented reflected the diversity of big and small industrial and commercial enterprises throughout Washington County. Educational representatives spanned the continuum from public and private K-12 schools to graduate-level research institutions. It also included community educational institutions such as the Oregon Museum of Science and Industry and the Oregon School of Arts and Crafts.

Initial members of the Compact were selected mostly for their willingness to make personal contributions to effect change that would result in educational improvements. They were biased toward constructive action, not critical studies.

On a simple democratic vote, Compact members selected four projects on which to focus their efforts. The three most successful projects are:

- Business-School Partnerships. In 1990 there are in excess of 150 business-school partnerships in Washington County, including ones that involve small schools and small businesses. All of the partnerships have produced increased contact and understanding between business people and educators. Most have resulted in programs of direct value to students. An increasing number have challenging objectives with the potential of supercharging entire schools.

- Educator Assistantships. The Compact manages the educator assistantship program. The advisory board was concerned that another organization might not maintain the basic goal of providing professional development experiences, but would convert it into one of simply finding summer jobs for educators. In the summer of 1990, the Compact will provide at least 80 professional development assistanships for Washington County primary, secondary and post-secondary educators in businesses throughout the Portland area. This compares with 7 in 1985, the first year of the program, 26 in 1987, 43 in 1988 and 48 in 1989.

  The program has won high praise and broad acceptance from businesses and educators. If there is a problem, it is that there are more well-qualified, willing educators that there are placements available. But that is changing as more businesses recognize than an assistantship represents a high-value investment. They receive up to 9 weeks of skilled assistance on the job at a very reasonable cost. Moreover, they are contributing to the

professional development of someone who will return to the classroom with a new sense of the business world and examples of how what they teach is applied in the real world.

* Post-Secondary Educational and Research Opportunities. When the Compact began, Washington County's fast-growing technology community was served only by Portland Community College (PCC), offering lower division undergraduate courses, and the Oregon Graduate Center, a unique research institution funded by industry that offers selective graduate-level courses.

  With the leadership of PCC, the Compact created what later was named the Lintner Center for Advanced Education, a trailblazing multi-institutional cooperative venture that brings course work from a number of universities to Washington County, delivered in formats and at times tailored to the needs of working technicians and professionals.

  With support from the State System of Higher Education, the Governor and the Legislature, the Compact helped created the Oregon Center for Advanced Technology Education (OCATE) which is also a multi-institutional cooperative venture. Whereas the Lintner Center focuses on upper division undergraduate and graduate-level courses, OCATE is riveted on providing intensive graduate-level training that is closely linked with state-of-the-art research. Most of OCATE's students already possess advanced degrees. In both cases, the Lintner Center and OCATE represent cost-effective approaches to providing targeted educational and research opportunities in an underserved area.

The Compact generally has taken the view that its role is as a catalytst for educational change, not as an educational service provider. Compact members evaluate projects before moving ahead to make sure they can add value to an undertaking. For example, both the Lintner Center and OCATE now operate with professional staffs under the policy direction of boards totally separate from the Compact. Business-school partnerships are recruited and nurtured by special committees set up at the Compact's request by the major chambers of commerce throughout Washington County.

Since its original formation, the Compact has increased its board to 60 members (30 each from business and education) and has added new projects:

* The Global Education Working Group's charter is aimed at promoting increased awareness and study of the Pacific Rim countries. It co-sponsors an annual Pacific Rim Conference to acquaint students and teachers with the cultures of Oregon's East Asian neighbors and demonstrate how economic ties link people on both sides of the Pacific.

  Specific elements of the charter are to:

  * Broaden existing curriculum offerings in history, geography and civilization to include East Asian sections through textbook supplements or other instructional materials;
  * Expand the availability of foreign language instruction in Japanese, Chinese and Korean, including a look at the inter-district cooperative programs or cooperative programs with higher education; and

- Stimulate course offerings, seminars or conferences that provide practical information on how to identify East Asian markets, how to pursue those markets effectively and how to conduct international transactions.

* The Math/Science Working Group's charter involves tapping into the appropriate agencies, industry and Washington County school districts to:

  - Identify ways to enliven math and science learning and to illustrate its applications to real world and work environments;
  - Enhance math and science teacher training, with a special emphasis in applied instructional skills;
  - Link interactive exhibits with math and science curricula taught in schools; and
  - Recommend ways to expand and improve curiosity-based math and science instruction at the primary level.

* The Workforce Preparation Working Group studies our changing economy and business workforce needs and qualifications. It seeks to establish mechanisms to facilitate dialogue between business people and educators with the goal of enhancing the quality of our future workforce. It has worked with local businesses to establish training programs for youth in the retail and electronic sectors.

* The Roundtable for Youth was formed to focus on youth at risk of not completing high school. To help address the link of education and employability for at-risk youth, the Roundtable developed a Job Exploration Experiences Program. Mentoring is one component of this program, with over 100 active mentorships in place. Through the mentoring process a student learns to develop a positive self image as he/she begins to make the connections between education and employment. The student learns that there is a mature, experienced person in the community who he/she can trust, receive support from and look to as a role model. An effective mentor is willing to dedicate two hours a month for 12 months to an at-risk youth as a guide, motivator and encourager.

Despite all this activity, the Compact remains primarily a volunteer organization. For its first three years, it had no full-time staff. When something needed to be done, a volunteer did it. Unlike many new groups that focus first on fundraising, the Compact focused instead on educational improvement. Compact members resolved to prove the worth of their ventures first before they asked for financial support. Funding for the Compact's programs and staff --Executive Director and secretary--has been by membership dues and contributions, both cash and in-kind. Expenditures have increased from approximately $19,000 in FY 1987 when there were no staff, to $115,000 in FY 1990. Over the four years, total income has exceeded expenses by about $30,000.

Membership dues for 1989-90

Individual	$ 50
1-25 employees	100
26-75	250
76-150	400
151-300	700
301-500	1500
501- +	2500

COMPACT MISSION AND GOALS

MISSION STATEMENT

We are a group of business people and educators who volunteer our time to promote educational excellence and relevancy, and expanded opportunities for quality learning throughout a lifetime.

STRATEGIC GOALS

- Create better connections between the world of education and the world of work, between the classroom and the workplace.
- Foster more convenient, affordable and meaningful opportunities to learn.
- Strengthen the articulation of educational offerings from the primary through graduate levels.
- Enrich the lives and professional disciplines of educators.
- Stimulate people, through curiosity and self-interest, to engage more thoroughly in the process of getting an education.
- Reinforce the concept that learning spans a lifetime.
- Promote understanding that change is our biggest challenge--and our biggest opportunity, and that educational institutions are the best agents we have to cope with, manage and capitalize on change.
- Expand the horizons of what we learn so our people are prepared to face global competition and the onset of new technological trends.
- Explore new knowledge, innovative ways to convey that knowledge to our people and means that accelerate knowledge into commercial applications that create job opportunities.
- Make learning fun.

Business-Education Compact of Washington County

January 7, 1990

John Doe
President
Doe Construction
1234 Bambi Lane
Forest Green, Oregon 97000

Dear John:

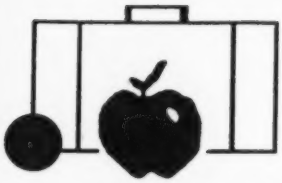
I am writing to you as a past participant of our Educator Assistantship Program. It is that time of year to think of projects which teachers may be able to complete within your company/agency. In order for us to proceed, I would like to provide you with information about some changes in the Assistantship Program, approved by the Compact Board of Directors.

As you know, the program has proven very valuable for all parties involved. Classroom instruction has been enriched by teachers with first-hand experience in the workplace and with a contemporary understanding of needed job skills. Work done by teachers for businesses and governmental agencies has provided good value at a reasonable cost. In addition, business participants have received considerable positive publicity.

I know you can appreciate the labor-intensive work needed to operate this program so that value is translated to the classroom. The success of our program has grown to the point that we need to add staff to help administer it. In order to raise funds for this additional help, the Board approved the following plan:

First, teachers will be asked to enroll in a 2-hour practicum graduate course as part of their responsibility. A portion of the tuition from the course, for which the teacher is usually reimbursed from a school district, will be retained by the Compact. This will raise income representing 35% of the cost of additional staff support.

Second, for each teacher placed, the business will be asked to reimburse the Compact an administrative fee of $250 or contribution of $250 for its part in the program. The exact nature of that reimbursement will depend upon the agreement you make with the Compact. We are a 501(c)(3) organization. Because of our past success with the program, we are confident to make you this offer regarding the administrative reimbursement: **If, after completion of your project, you are not satisfied that your company received expected value from your participation, we will refund the $250.**



Business-Education Compact of Washington County

March 1, 1990

Molly Smith
President
Learning Systems
3456 Green St.
Forest, Oregon 97000

Dear Molly:

I am writing to you as someone who could benefit from involvement in enhancing the education of our future workforce. The Business-Education Compact of Washington County is a non-profit organization which sponsors an assistantship program for teachers which has a direct impact on the education of our children. Over 120 teachers and 40 businesses have participated since the program officially began three summers ago.

This program has proven very valuable for all parties involved. Classroom instruction has been enriched by teachers with first-hand experience in the workplace and with a contemporary understanding of needed job skills. Work done by teachers for businesses and governmental agencies has provided good value at a reasonable cost. In addition, business participants have received considerable positive publicity.

In addition to our regular Assistantship Program, the Compact will be offering something new. A part of the Workforce 2000 bill enacted by the last Legislature included provisions for a teacher intern (teacher assistantship) program for certificated technical vocational teachers. I have enclosed a description of that program for your interest and examination as well as a copy of our regular program.

For your information, the State of Oregon has asked us to write up our Assistantship Program as a state-wide model to be used in other communities. It will be through your support and participation that it will continue to be seen as crucial to the education of our future workforce.

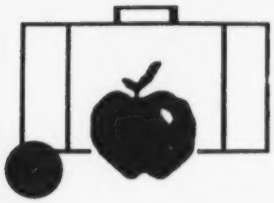
I can supply more specific information about either our regular or the State funded program when I call you. In the meantime, feel free to contact me about them or other items dealing with the Compact's work. I have enclosed a project description form for you to complete. A copy of jobs teachers have completed in other years is also enclosed.

Sincerely,

Tamra Busch-Johnsen

Enclosures

P.O. Box 500, 73-759 • Beaverton, OR 97077 • (503) 627-5505



Business-Education Compact of Washington County

EXTRA! EXTRA! EXTRA!

MONEY- Why not make extra and gain an outstanding educational experience simultaneously? Graduate credit hours may be earned as well.

OPPORTUNITY to provide professional assistance and fresh insights into a variety of short-term business assignments, while gaining knowledge of the current business world to take back to the classroom.

NEVER have you ever had the opportunity to update your skills and take informed career information back to your students and be paid for it, too.

EVERY one has the opportunity to complete an application form and forward it with your resume to the Business-Education Compact office. Positions will be advertised immediately following spring break.

YOUR time is now!! Get involved by participating in the following activities:

- Assistantship Alumni Kick-off Reception: Wednesday, March 1st
- Resume Workshop: Wednesday, March 8th
- Assistantship Program, Summer, 1989: Beginning March 29th

CALL THE BUSINESS-EDUCATION COMPACT OFFICE FOR MORE INFORMATION: 685-3362

P.O. Box 1000, 63-216, Wilsonville, OR 97070-1000

IMPROVING YOUR JOB SEARCH SKILLS WORKSHOP

March 14th

Sponsored by: Washington County Business-Education Compact

WHO : Teachers interested in summer jobs in the business sector, through the Compact's Assistantship Program.

WHAT :
-How to write resumes & cover letters.
-How to transfer teaching skills into business.
-How to interview successfully.

WHEN : **Wednesday, March 14th, 7:30-9:00 p.m.**

WHERE : North Pacific Oregon Auto Insurance Co, 1675 S.W. Marlow Portland. (Cedar Hills exit off Hwy. 217 & Sunset. West of the Safeway store in the Cedar Hills shopping center)

FEATURED SPEAKER: REX BYBEE, THE PRINGLE COMPANY

Coffee and refreshments will be provided

PRE - REGISTRATION

Name: _____ School: _____

Work address:

_____

Work phone: _____ Home Phone: _____

Mail to: Tamra Busch-Johnsen # 627-5505
Business Education Compact of Washington County
P.O. Box 500, 73-759, Beaverton, OR 97077

CHARACTERISTICS OF A GOOD COVER LETTER

- Keep it brief - generally only a single page
- Use good quality paper of the same stock as resume and envelope
- Direct the letter to an individual - one who can hire you
- Cover letters should be original documents which contain specific information regarding your application:
  - Demonstrate you have some understanding of the employer and the position for which you are applying
  - Convey your enthusiasm for the position
  - Identify your unique qualifications
  - Never send a photocopied "to whom it may concern" letter
- Balance the personal with the professional - avoid a cold, sterile letter as well as one which is overly intimate
- Indicate the next step you plan to take

August 24, 1987

Mr. Roger Pringle
The Pringle Company
6441 S.W. Canyon Court
Portland, Oregon 97221

Dear Roger:

Thank you for your time on the phone last week.

I am currently looking for a position in the health care industry, primarily in the area of alternative delivery systems and/or corporate marketing and development.

As a health care reporter at XYZ Publication, I came to appreciate the competitive, market-driven nature of the Portland area health care industry. I want very much to try some ideas in the area of physician and hospital marketing.

For the past 18 months, I have worked as an employee benefits consultant. In that capacity, I have gained some insights into the ways private business purchases benefits and how they communicate those benefits to their employees.

Having experience in both the delivery and purchase of health care services, I now feel ready to take on a marketing management position in the industry.

Any thoughts you might have on these matters would be most welcome. Please feel free to call if I can provide you with any additional information.

I thank you for your time and consideration.

Sincerely,

November 2, 1987

Roger Pringle
The Pringle Company
6441 S.W. Canyon Court
Portland, Oregon 97221

Dear Mr. Pringle:

After more than twenty years of progressively increasing responsibility and experience in the information systems arena, I am seeking a new position to apply and expand my talents. As the challenges in the financial services industries grow and the competition heats up, there will be greater needs for various talents in the arena of decision support.

My background suits me particularly well in providing the information necessary for current and future competitive decisions. For the last six years I have been part of the management team that has positioned a major bank and its data processing to meet the competition. I have managed both highly technical staff and results oriented management and am adept with the interpersonal skills required with extensive user/customer interface.

Please consider the talents reflected in the resume enclosed and let me know of a need for my abilities in any of your client companies.

Sincerely,

CHARACTERISTICS OF A GOOD RESUME

- Keep it brief - no longer than 2 pages
- Prepare the resume to address the type of position you are seeking
- Avoid "fluff" - deal only with job related information
  - Name, address, phone number
  - Work history including place worked, dates, job title and brief (one sentence) description of duties
  - Education including degree, institution and dates (Forget seminars and workshops unless specifically related to the job you are applying for)
- Use good quality paper of the same stock as the cover letter and envelope
- Type it - don't use dot matrix printers
- Avoid gimmicks:
  - No fluorescent paper
  - No book-style, printed resumes
  - No borders
  - Etc.
- Have good, clean copies
- Pay attention to spacing, margins, etc. - Seek an uncluttered look

I.N. STRUCT
1234 1st Street
Portland, Oregon 97000
(503) 123-4567

OBJECTIVE:	Summer employment in a research position
EDUCATION	Master of Arts in Teaching Lewis and Clark College, 1983 Emphasis in Science Education Bachelor of Science in Biology Lewis and Clark College, 1980
RESEARCH EXPERIENCES	Weyerhauser Corp. Water Treatment Research Project Performed tests upon waste water effluents to study possible recovery of treatment chemicals. National Marine Fisheries Service Internship Studied biological effects of construction along navigable waterways. Water Quality Study of Johnson Creek Assisted DEQ project by locating point and nonpoint discharges. Bird Study of Sauvies Island Prepared research paper on location, population and environment of several species.
TEACHING EXPERIENCE	Science teacher at Ruffantumble High School, Portland, Oregon, 1983 to present Adjunct faculty at Portland Community College, 1988 to present. Teach Cell Biology and Physiology.
ADDITIONAL SKILLS	Computer literacy, Biology and Chemistry lab training, photography

JANE SMITH
3400 Sixteenth Street
San Francisco, California 94708
(415) 456-7890

OBJECTIVE: Lecturer on Nursing Law and Ethics in a basic or continuing education nursing program

RELATED SKILLS

Teaching
- Developed curriculum for in-service nurses on legal issues
- Instructed sophomore baccalaureate nursing students in clinical skills
- Taught infant care and breast feeding to new mothers

Research and Drafting
- Analyzed and synthesized medical records for trial preparation
- Drafted health legislation to increase Medi-Cal benefits
- Researched history and legislative development of the California Nurse Practice Act
- Investigated and intervened for constituents having problems with government agencies

Organization and Supervision
- Solicited and scheduled testimony for legislative hearings
- Organized RNs for labor negotiations, including planning and strategy
- Supervised new staff nurses; often acted as charge nurse

EMPLOYMENT HISTORY

1985 to present	Medical-Legal Consultant/Researcher Self employed, working with attorneys in private practice
1980 to 1986	Registered Nurse - Samaritan Hospital, San Francisco, CA
1983 to 1985	Legislative Intern - Assembly Member Adam Smith
1982 to 1983	Law Clerk - Jones & Jones, San Francisco, CA

EDUCATION, LICENSURE

J.D. - University of California School of Law, 1985. Admitted California Bar, December, 1985

B.S. - Summa Cum Laude, State University of Nebraska, School of Nursing, 1980

Licensed California Registered Nurse, November 1980

JOHN L. DOE
1200 Martindale Drive
Oakland, California 94602
(415) 222-1111

JOB OBJECTIVE: Position as a Computer Service Manager

SUMMARY OF QUALIFICATIONS

- Skilled in diagnosis and repair
- Familiar with IBM equipment
- Extensive experience as electronics technician
- Ability to work independently
- Enjoy working with computers

DIAGNOSIS AND REPAIR EXPERIENCE

- Found and replaced defective components on computers using IBM's diagnostic programs.

- Solved problems beyond scope of diagnostic program, such as: located thermal related integrated circuit failure; found unstripped wire in keyboard connector.

- Tested and maintained electronic equipment, including microcomputers, using oscilloscope, voltmeter, signal generator, logic probe, etc.

WORK EXPERIENCE

1969-Current Senior Electronics Technician - University of California, Berkeley

Working with engineers' sketches and diagrams, was responsible for layout, fabrication, testing and installation of sensitive receivers and computer control equipment for radio and optical telescopes.

1964-1969 Electronics Technician - Eldorado Electronics, Berkeley, California

Developed prototypes for high speed electronic counters

EDUCATION

Santa Monica City College - Engineering major, 2 years
Univ. of Calif., Berkeley - Electrical Engineering major, 1 year
Currently taking course in machine language programming

Action Verbs

Adapted, enlarged list inspired by Employment Development Department of Palo Alto, CA

Management Skills
administered
analyzed
assigned
attained
chaired
contracted
consolidated
coordinated
delegated
developed
directed
evaluated
executed
improved
increased
organized
oversaw
planned
prioritized
produced
recommended
reviewed
scheduled
strengthened
supervised

Communication Skills
addressed
arbitrated
arranged
authored
corresponded
developed
directed
drafted
edited
enlisted
formulated
influenced
interpreted
lectured
mediated
moderated
motivated
negotiated
persuaded
promoted
publicized
reconciled
recruited
spoke
translated
wrote

Research Skills
clarified
collected
critiqued
diagnosed
evaluated
examined
extracted
identified
inspected
interpreted
interviewed
investigated
organized
reviewed
summarized
surveyed
systematized

Technical Skills
assembled
built
calculated
computed
designed
devised
engineered
fabricated
maintained
operated
overhauled
programmed
remodeled
repaired
solved
trained
upgraded

Teaching Skills
adapted
advised
clarified
coached
communicated
coordinated
developed
enabled
encouraged
evaluated
explained
facilitated
guided
informed
initiated
instructed
persuaded
set goals
stimulated

Financial Skills
administered
allocated
analyzed
appraised
audited
balanced
budgeted
calculated
computed
developed
forecast
managed
marketed
planned
projected
researched

Creative Skills
acted
conceptualized
created
designed
developed
directed
established
fashioned
founded
illustrated
instituted
integrated
introduced
invented
originated
performed
planned
revitalized
shaped

Helping Skills
assessed
assisted
clarified
coached
counseled
demonstrated
diagnosed
educated
expedited
facilitated
familiarized
guided
referred
rehabilitated
represented

Clerical or Detail Skills
approved
arranged
catalogued
classified
collected
compiled
dispatched
executed
generated
implemented
inspected
monitored
operated
organized
prepared
processed
purchased
recorded
retrieved
screened
specified
systematized
tabulated
validated

INTERVIEWING SKILLS

The ability to perform well in an interview is essentially based on one factor - the application of common sense.

Preparation

- Appearance - Be neat and businesslike; ladies wear dress or skirt and blouse, men wear coat and tie. Don't overdress.
- Research - Find out as much as possible about the company, its business and the position you are applying for.
- Questions - Anticipate the questions you will be asked and formulate answers in advance. Also think about the questions you want to have answered during the interview.
- Documents - Have an extra copy of your resume with you as well as a list of professional references which you can leave with the interviewer.

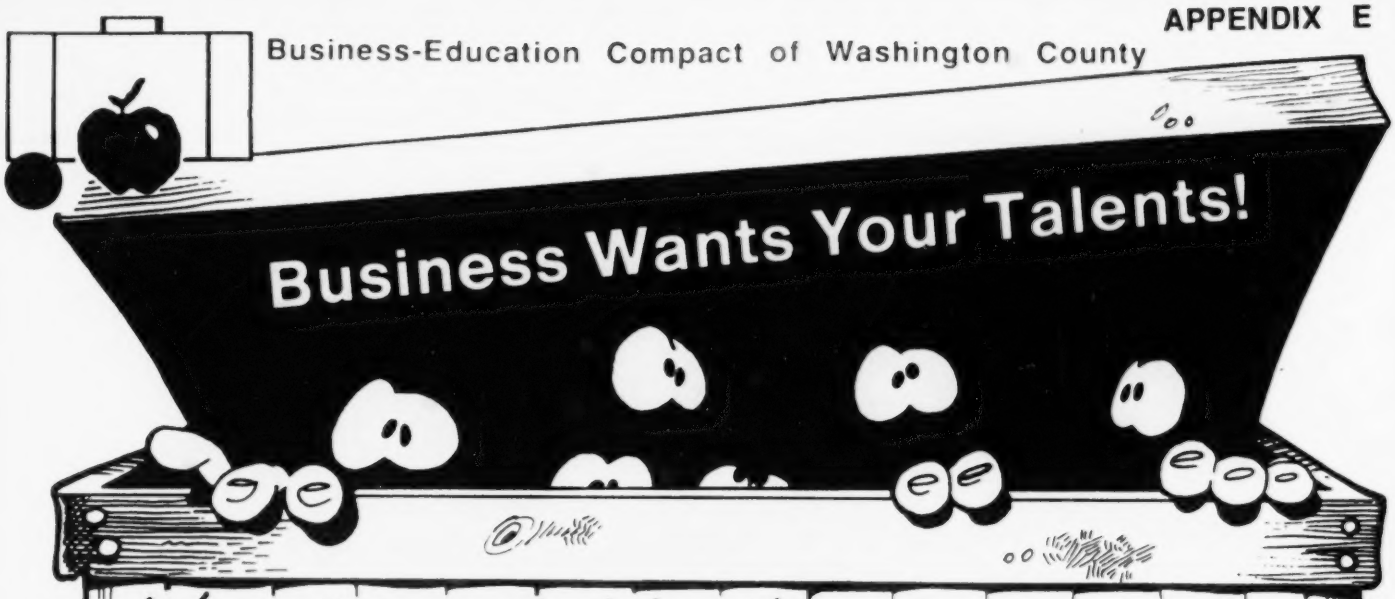
The Actual Interview

- Timing - Don't be late (but don't be more than 5 minutes early either). Anticipate traffic at the time of the interview. If necessary, make a dry run to ascertain the location.
- Attitude - Assume a positive, relaxed attitude. Maintain eye contact without being overbearing.
- Listen - It is essential that you hear and understand the interviewer's questions, which may necessitate discerning what was intended, not just what was said. It is very difficult to listen while you're talking
- Answers - Give succinct, direct answers to questions. Make certain you stay on the subject and avoid digressions.
- Honesty - Tell it like it is. While it is not necessary to bare your soul, it is absolutely essential that you not mislead the interviewer or give false answers.

After the Interview

- Thanks - A note of appreciation for the interview is appropriate. Keep it businesslike and brief.
- Assessment - Conduct your own self assessment of the interview, what you did well and what didn't go so well. Don't dwell on what you find..., simply learn from it.

Business-Education Compact of Washington County



We can't keep the lid on this a minute longer!!

1990 Assistantship Program

For Whom? All teachers (K-Higher Education) in Washington County. Over 100 teachers have participated in the past enhancing the education of more than 15,000 students!

When? This summer. Jobs vary from one week of work to ten weeks of work.

Why? To gain an outstanding educational experience, to earn extra money and extra graduate credits. The Business-Education Compact of Washington County believes strongly in offering non-traditional opportunities for educators to learn of the latest technology/skills needed in the workforce 2000.

What? A variety of jobs. Salary varies, with many companies paying the total salary.

How? Follow the steps listed below:

Step 1 Review the positions listed on the back.

Step 2 Obtain a detailed job description packet and application form from your principal/supervisor, your school secretary, or team leader/dept. head.

Step 3 Complete an application form for each position for which you are applying.

Step 4 Obtain your principal/supervisor's signature on the backside of the application form.

Step 5 Submit completed application materials to the Compact office by:
Friday, April 27

Step 6 Contact the Compact office with any questions: 627-5505

Participants will be required to register for two hours of graduate credit.

Note: This credit is offered in conjunction with Portland State University and requires no class time. Up to six hours of graduate credit is available.

CITY OF BEAVERTON
Engineering & Construction Person

CITY OF BEAVERTON
Engineering & Mapping Person

CITY OF BEAVERTON
Survey Crew

CITY OF BEAVERTON
Writer of "Gangs" Brochure

CONSOLIDATED METCO
Summer Engineering Assistant

DUNIS & ASSOCIATES
Project Coordinator

INTEL CORP.
Teacher/Trainer Electro-mechanical Drafting

INTERWEST APPLIED RESEARCH
Staff Artist

INTERWEST APPLIED RESEARCH
Teacher Consultant
(several jobs available)

ISSPRO, INC.
Designer Draftsman

ISSPRO, INC.
Library Specialist

ISSPRO, INC.
Quality Control Technician

KENTROX INDUSTRIES, INC.
Marketing Assistant

KENTROX INDUSTRIES, INC.
Quality Training Analyst

MENTOR GRAPHICS CORP.
Documentation Writer

MENTOR GRAPHICS CORP.
Wilsonville Network Schedule Specialist

METRO WASHINGTON PARK ZOO
Africa Exhibit Curriculum Writer

METRO WASHINGTON PARK ZOO
Zoo Careers Video Curriculum Developer

NATIONAL WEATHER SERVICE
Forecast Verification Analyst

NATIONAL WEATHER SERVICE
Info. Disseminator/Tour Guide

NORTH PACIFIC OREGON AUTO INSURANCE
Human Resources Assistant

NW REGIONAL EDUCATIONAL LAB
Curriculum Developer/Writer

NW REGIONAL EDUCATIONAL LAB
Language Arts Consultant

OREGON CENTER FOR ADVANCED TECHNOLOGY EDUCATION
Research Coordinator

OREGON HEALTH SCIENCES UNIVERSITY
Research Assistant

OREGON MUSEUM OF SCIENCE & INDUSTRY
Educational Evaluator

PEERLESS CORPORATION
General Accounting Assistant

PORTLAND GENERAL ELECTRIC
Public Relations Assistant

RESER'S FINE FOODS, INC.
Personnel Assistant/Employee Relations

SATURDAY ACADEMY/OMSI/COMPACT
Curriculum Specialist/Writer

SEQUENT COMPUTER SYSTEMS
Training Manual Writer

SEQUENT COMPUTER SYSTEMS
New Hire Orientation Coordinator

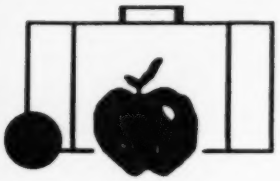
SUNSET CORRIDOR ASSOCIATION
Assistant to Executive Director

WASHINGTON COUNTY COMMUNITY ACTION ORGANIZATION
Resource Assistant

WASHINGTON CO. HISTORIC SOCIETY
U.S. History Studies Intern

WASHINGTON FEDERAL SAVINGS
Technical Writer - Loan Dept.

***ADDITIONAL POSITIONS WILL BE ANNOUNCED THE END OF APRIL



Business-Education Compact of Washington County

PROJECTS COMPLETED BY TEACHERS

City of Beaverton
"Biology Researcher"
Updated the wetlands inventory for Beaverton's Planning and Building Department.

City of Portland
"Curriculum Developer"
Developed a water curriculum which can be presented in grades 4-7 in Portland area schools.

G.T.E.
"Process Control Analyst"
Applied basic statistics to dispatching work volume, identified distribution characteristics, quantified seasonal patterns, forecasted activity levels and developed labor force schedules.

Good Samaritan Hospital
Neurological Sciences Inst.
"Research Assistant"
Assisted scientists in research involving sensory systems, motor systems and plasticity and development.

Intel Corp.
"Electronic Manufacturing Training Developer"
Developed and produced training materials used for teaching and evaluating electronic assembler jobs skills and knowledge.

Interwest Applied Research
"Content Specialist (mathematics)"
Assisted in creating a special study guide and revising an existing college business math text to be used in an innovative college-level telecourse on business mathematics.

ADC Kentrox
"Marketing Assistant"
Conducted a market study on the potential of the businesses equipment in international markets. Designed and proposed a sales lead follow-up system to provide tracking of incoming sales leads.

Mentor Graphics
"Software Quality Metrics Consultant"
Revised the Software Quality Report to incorporate new performance measures based on feedback from internal users of the report.

Metro Washington Park Zoo
"Africa Exhibit Curriculum Writer"
Developed a self-guiding tour packet to be used in the Washington Park Zoo's African Exhibit.

(over)

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NEC America, Inc.
"Training Records Tracking System Developer"
Wrote computer programs to record, track, and report training records.

NW Regional Educational Laboratory
Workshop Developer
Developed a series of 3-hour workshops for teachers on topics related to classroom assessment of student achievement.

Nike, Inc.
Assistant to Retail Division
Wrote a newsletter for the retail division of Nike, Inc.

Pacific Hybrid Microelectronics
Industrial Safety
Researched, formulated, planned and implemented an industrial safety program in the facility.

Peerless Corp.
"Engineering Assistant"
Assisted engineers in gathering and storing information.

Portland General Electric
Public Relations Assistant
Assisted in planning and coordinating special employee involvement activities, researched and evaluated requests for Corp.contributions and researched and designed programs.

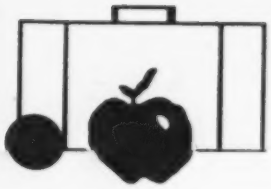
Sequent Computer Systems, Inc.
Process Documentation Assistant
Developed process documentation for the manufacturing of complex electronic circuits.

Tektronix, Inc.
Just-In-Time- Trainer
Taught manufacturing and support personnel a series of lessons that prepared them for total J.I.T. Manufacturing implementation.

TIMES Publications
Reporter
Worked in the news department as a reporter, writing feature stories and stories for special sections.

U.S. Army Corps of Engineers
Physical Scientist, Technician
Prepared data presentation requiring computer and/or drafting skills.

U.S. Bancorp
Training Program Developer
Assisted in development of an in-house training program to improve the knowledge of U.S. Bank's Consumer Products.



Business-Education Compact of Washington County

ASSISTANTSHIP PROJECT DESCRIPTION
SUMMER 1990

Company Name: SEQUENT COMPUTER SYSTEMS, Inc

Address: 15450 S.W. Koll Parkway, Beaverton, OR 97006

Contact Person/Position: Jerry Ackaret, Sr. Reliability Engineer

Telephone Number: 526-5810

PROJECT DESCRIPTION:

- Position Title: TRAINING MANUAL WRITER

- Brief description of the project (responsibilities, activities, expected outcomes, duration, etc.):

  The educator would write a training procedure manual for Component Engineering. Activities would include interviewing engineers on procedures needed, identifying most appropriate way to train a person, and writing procedures into a usable procedure manual.

- Anticipated benefit of the project to the employer and means of evaluating its success:

  This manual will enable Componet Engineering to bring a new hire up to speed much faster than current methods.

  Success will be achieved when the manual is complete and approved by the current CE Staff.

OVER

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- Placement Details:

  - Hours/days to be worked:

    8:00 - 5:00 Monday - Friday

  - Projected time frame for the project:

    10 weeks

  - Funding commitment and payment schedule:

    $7+/hr for new Assistantship participant, $8+/hr for previous Assistantship participant. (Amount possibly increased, depending upon the applicant)

    Plus $3/hr from the district (depending upon the district's financial commitment.)

DESIRED APPLICANT QUALIFICATIONS:

- Excellent written and oral communication skills.
- Good inter-personal skills
- Technical skills not necessary
- Interest in technical material would be beneficial.
- Organizational skills
- Some computer experience necessary

Business-Education Compact of Washington County

ASSISTANTSHIP PROJECT DESCRIPTION
SUMMER 1990

Company Name: RESER'S FINE FOODS, INC.

Address: 15570 SW Jenkins Road, Beaverton, OR 97005

Contact Person/Position: Sue Deeming

Telephone Number: 643-643 :

PROJECT DESCRIPTION:

- Position Title: PERSONNEL ASSISTANT/EMPLOYEE RELATIONS

- Brief description of the project (responsibilities, activities, expected outcomes, duration, etc.):

  The educator would assist Reser's by teaching English to Hispanic workers and by assisting in the integration of Hispanic workers into Reser's workforce

- Anticipated benefit of the project to the employer and means of evaluating its success:

  - Improved communication with production personnel
  - Perhaps production of before and after questionnaires

OVER

P.O. Box 500, 73-759 • Beaverton, OR 97077 • (503) 627-5505

- Placement Details:

  - Hours/days to be worked:

    Can be arranged

  - Projected time frame for the project:

    Summer months

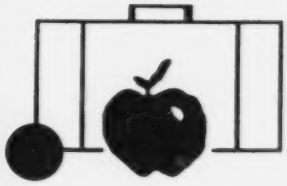
  - Funding commitment and payment schedule:

    $7/hr for new Assistantship participant
    $8/hr for previous Assistantship participant

    Plus $3/hr from the district (depending upon the district's financial commitment).

DESIRED APPLICANT QUALIFICATIONS:

- Fluent Spanish and English
- Understanding of Mexican-American culture
- Some awareness of business personnel practices



Business-Education Compact of Washington County

ASSISTANTSHIP PROJECT DESCRIPTION
SUMMER 1990

Company Name: PORTLAND GENERAL ELECTRIC

Address: 121 SW Salmon, Portland, Oregon 97204

Contact Person/Position: Kathy Carlson, Corp.Relations Specialist

Telephone Number: 464-8535

PROJECT DESCRIPTION:

- Title: PUBLIC RELATIONS ASSISTANT

- Brief description of the project (responsibilities, activities, expected outcomes, duration, etc.):

  . Assist in planning and coordinating special employee involvement activities.
  . Research and evaluate requests for Corporate contributions.
  . Participate in research, design, and creation of programs and materials.
  . Assist in coordinating and administering the details of programs, projects, and special events.
  . Meet deadlines
  . Perform as a member of the Public Relations/Employee Communications staff and adhere to all department standards.
  . Learn and use Wang word processing system.

- Anticipated benefit of the project to the employer and means of evaluating its success:

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- Placement Details:

  - Hours/days to be worked:

    8:00 a.m. to 5:00 p.m. (Flexible)

  - Projected time frame for the project:

    Approximately eight weeks.

  - Funding commitment and payment schedule:

    $850/stipend, no taxes

    Plus $3/hr from the district (depending upon the district's financial commitment).

DESIRED APPLICANT QUALIFICATIONS:

- Excellent written and oral communication skills
- Demonstrated ability to work effectively with a wide variety of people both as a team member and a team leader.
- Typing, planning, and organizing skills are helpful.
- Eager to learn about the field of public/corporate relations and the many aspects of an electric utility.
- College courses in communications, writing, public relations, public speaking and education are desirable.
- Experience as a volunteer, project coordinator desirable.

To comply with Company hiring practices, interns must undergo a drug screening test prior to beginning work with PGE.

Business-Education Compact of Washington County

ASSISTANTSHIP PROJECT DESCRIPTION
SUMMER 1990

Company Name: PEERLESS CORPORATION

Address: 18205 SW Boones Ferry Rd., P.O. Box 447

Tualatin, OR 97062

Contact Person/Position: Stan Munro, Plant Controller

John Woods, Financial Accountant

Telephone Number: 639-6131

PROJECT DESCRIPTION:

- Position Title: GENERAL ACCOUNTING ASSISTANT

- Brief description of the project (responsibilities, activities, expected outcomes, duration, etc.):

  The educator would have a good overview of operations of a company by:

  - Conducting ongoing reconciliation of asset and liability accounts of company general ledger.
  - Learning duties from Financial Accountant and current person handling duties.
  - Maintaining these accounts while above individuals can devote time in other areas.

- Anticipated benefit of the project to the employer and means of evaluating its success:

  Company will benefit immensely in the vital need of keeping the general ledger reconciled.

  Educator will be evaluated on the expediency of absorbing the duties and the maintenance and organization of the accounts.

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- Placement Details:

  - **Hours/days to be worked:**

    30 hours per week

  - **Projected time frame for the project:**

    Summer break

  - **Funding commitment and payment schedule:**

    $7/hr for new Assistantship participant
    $8/hr for previous Assistantship participant

    Plus $3/hr from the district (depending upon the district's financial commitment).

DESIRED APPLICANT QUALIFICATIONS:

- Knowledge of general ledger transactions, journal entries, and balances.
- Lotus 123 skills are required

Business-Education Compact of Washington County

ASSISTANTSHIP PROJECT DESCRIPTION
SUMMER 1990

Company Name: OREGON HEALTH SCIENCES UNIVERSITY

Address: 3181 SW Sam Jackson Park Rd., Portland, OR 97201

Contact Person/Position: Karin Rodland, PhD,
Asst. Professor Cell Biology and Anatomy

Telephone Number: 279-7811

PROJECT DESCRIPTION:

- Position Title: RESEARCH ASSISTANT

- Brief description of the project (responsibilities, activities, expected outcomes, duration, etc.):

  The educator would assist in the Molecular Biology laboratory for the summer of 1990. The project involves participation in experiments designed to understand the cellular and molecular mechanisms involved in regulating gene expression. The participant will have the opportunity to practice the basic techniques involved in genetic engineering.

- Anticipated benefit of the project to the employer and means of evaluating its success:

OVER 63

- Placement Details:

  - Hours/days to be worked:

    Negotiable

  - Projected time frame for the project:

    Minimum of 6 weeks between July 1 - August 31

  - Funding commitment and payment schedule:

    $7/hr paid by Oregon Health Sciences University

    Plus $3/hr from the district (depending upon the district's financial commitment).

DESIRED APPLICANT QUALIFICATIONS:

- Secondary science teacher
- Biology and/or Chemistry teacher
- Strong undergraduate background in chemistry and cellular biology or genetics, preferably with some graduate-level courses in either biology or chemistry.
- Laboratory experience in cell biology, microbiology, or biochemistry highly desirable.

Business-Education Compact of Washington County

ASSISTANTSHIP PROJECT DESCRIPTION
SUMMER 1990

Company Name: NATIONAL WEATHER SERVICE

Address: 5420 NE Marine Drive, Portland, Oregon 97218

Contact Person/Position: John Jannuzzi, Deputy Meteorologist
George Miller, Meteorologist

Telephone Number: 326-2340

PROJECT DESCRIPTION:

- Position Title: FORECAST VERIFICATION ANALYST

- Brief description of the project (responsibilities, activities, expected outcomes, duration, etc.):

  The educator will be given forecast results from forecasters on station. From these, data verification scores will be tabulated. The participant should have a good working knowledge of mathematics. Knowledge of the various methods used in verification such as skill scores, mean absolute error, bias, etc. would be beneficial, but can also be learned in a short period of time by someone skilled in math. Items to be verified would be temperatures, wind speed and direction, probability of precipitation, and sky cover.

  Participant will also become familiar with how forecasts are made, disseminated and utilized by users.

- Anticipated benefit of the project to the employer and means of evaluating its success:

  Verification of forecasts allows the forecaster to visualize how well he/she is doing. If the forecaster can determine that a bias is present, this can be incorporated into the predictions. These verification statistics can also be used for individual performance records.

OVER

P.O. Box 500, 73-759 • Beaverton, OR 97077 • (503) 627-5505

- Placement Details:

  - Hours/days to be worked:

    Approx. 40 hr/week

    8 weeks

  - Projected time frame for the project:

    June 15 - August 15, 1990

  - Funding commitment and payment schedule:

    Approx. $7/hr subject to Regional Office approval

    Plus $3/hr from the district (depending upon the district's financial commitment)

DESIRED APPLICANT QUALIFICATIONS:

- Sound background in mathematics
- Some understanding of meteorological processes
- Computer expertise

Business-Education Compact of Washington County

ASSISTANTSHIP PROJECT DESCRIPTION
SUMMER 1990

Company Name: KENTROX INDUSTRIES, INC.

Address: 14375 NW Science Park Dr., Portland, Oregon 97229

Contact Person/Position: Dan Kinney, President

Telephone Number: 643-1681

PROJECT DESCRIPTION:

- Position Title: QUALITY TRAINING ANALYST

- Brief description of the project (responsibilities, activities, expected outcomes, duration, etc.):

  Evaluate the training aides currently used for our Statistical Process Control training program.

  Recommend and develop more effective training aides.

  Training Outline:
  - Brainstorming/fishbone analysis techniques
  - Histograms, Pareto diagrams, cause effect diagrams
  - Basic statistics
    - X bar R charts
    - Attributes Control Charts
    - Interpretation of control charts
    - Strategies for continuous improvement
    - Basic Math skills

  In addition to the above, the educator will work with our Quality Assurance department on the development of a more advanced training course for engineering personnel. The training program will be similar to the one described above, but will be aimed at a more in depth understanding of Statistical approaches to continuous improvement. Such as:
  - Design of Statistical experiments
  - Design for manufacturablity criteria

OVER

P.O. Box 500, 73-759 • Beaverton, OR 97077 • (503) 627-5505

- Anticipated benefit of the project to the employer and means of evaluating its success:

  Kentrox currently has a 24 hour Statistical Process Control training program. The program is successful, but there is a need to develop more effective training aides that will keep the subject interesting and at the same time provide the needed education. The selected teacher will work with a Quality Assurance manager who is familiar with the training needed but does not have the time to enhance the current program.

  Kentrox has committed to compete for the Malcolm Baldridge Award in the early 1990's. Training will be a vital part of this undertaking.

- Placement Details:

  - Hours/days to be worked:

    8:00 - 5:00 Monday - Friday

  - Projected time frame for the project:

    June, July, August, 1990

  - Funding commitment and payment schedule:

    $9.25 per hour from Kentrox Industries, Inc.

    Plus $3/hr from the district (depending upon the district's financial commitment).

DESIRED APPLICANT QUALIFICATIONS:

- PC Literate - person will use a Macintosh computer to develop training aides.
- Knowledge of statistics and its applications.
- Ability to communicate complex ideas to high school or GED level individuals.
- Previous manufacturing experience would be helpful but not absolutely necessary.

Business-Education Compact of Washington County

ASSISTANTSHIP PROJECT DESCRIPTION
SUMMER 1990

Company Name: CITY OF BEAVERTON

Address: 4755 SW Griffith Dr., Beaverton, Oregon 97076

Contact Person/Position: Paul Danko, Police Commander

Telephone Number: 526-2266

PROJECT DESCRIPTION:

- Position Title: WRITER FOR "GANG" BROCHURE

- Brief description of the project (responsibilities, activities, expected outcomes, duration, etc.):

  The educator will work with staff members to produce a "Gang" brochure for use with the general public. Activities would include:

  - Examining information obtained by the police dept. over the last several months on youth gangs.
  - Choosing essential information to be used in the brochure.
  - Placing information in brochure format.

- Anticipated benefit of the project to the employer and means of evaluating its success:

  A brochure on "Gangs" to be used with the public.

OVER

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- Placement Details:

  - Hours/days to be worked:

  - Projected time frame for the project:

    3 - 4 weeks depending upon skills of teacher

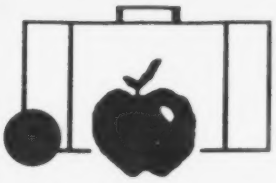
  - Funding commitment and payment schedule:

    $5.91 /hr. Pending budget approval

    Plus $3/hr from the district (depending upon the district's financial commitment).

DESIRED APPLICANT QUALIFICATIONS:

- Excellent written communication skills
- Knowledge of a word processor
- Background in desktop publishing would be a bonus; however, the City of Beaverton will provide training
- Strong organizational skills
- Good judgement of essential pieces of information



Business-Education Compact of Washington County

KEVIN BROWN
CHAIRMAN

DAN MORIARTY
VICE-CHAIRMAN

BETTY ATTEBERRY
SECRETARY

GARY LUCAS
TREASURER

TAMRA BUSCH-JOHNSEN
EXECUTIVE DIRECTOR

April 3, 1990

TO: Washington County Superintendents, Personnel Directors, Principals/Administrators, and PAVTEC Representatives

FROM: Tamra Busch-Johnsen, Executive Director
Business-Education Compact

RE: Available positions for 1990 Assistantship Program

We need your help!

The Business-Education Compact has placements available in businesses/agencies for its 1990 summer Assistantship Program. Please encourage your teachers and administrators to apply. The Assistantships are designed to enhance the professional growth of educators who participate and to establish important links between schools and businesses.

Enclosed is information which lists positions available at this time. The "Job Descriptions" packet provides information on qualifications, project work, time requirements and compensations. Your school secretary and team leaders/department heads have copies of the packet also.

Please discuss details of your district's financial participation with your staff. Educators may participate with or without your district's financial participation.

Additional application forms are available in the personnel office of your district. Completed application forms, with a principal signature, should be returned to the Compact office.

If you have any questions about the Assistantship Program, please give me a call at 627-5505.

I appreciate your help and support!!

P.O. Box 500, 73-759 • Beaverton, OR 97077 • (503) 627-5505

Business-Education Compact of Washington County

April 9, 1990

Dear Math/Science Department Chair:

The Business-Education Compact of Washington County has placements available for its 1990 summer assistantship program. These assistantships provide professional growth opportunities for teachers to gain new and applied skills in their subject area.

There are several exciting opportunities for math/science teachers in this year's program. Enclosed is a copy of the job descriptions offered by a variety of businesses and agencies. They differ in length and salary.

Please distribute copies of this letter to all math/science/computer teachers in your school, letting them know you have a copy of all the job descriptions and application forms. Please encourage them to participate!

If you have any question, give me a call. I will be happy to talk with you about other details of the program.

Sincerely,

Tamra Busch-Johnsen

Tamra Busch-Johnsen

Enclosures: Job Descriptions
Application Form

P.O. Box 500, 73-759 • Beaverton, OR 97077 • (503) 627-5505

Business-Education Compact of Washington County

KEVIN BROWN
CHAIRMAN

DAN MORIARTY
VICE-CHAIRMAN

BETTY ATTEBERRY
SECRETARY

GARY LUCAS
TREASURER

TAMRA BUSCH-JOHNSEN
EXECUTIVE DIRECTOR

April 9, 1990

Dear School Secretary:

The Business-Education Compact is once again offering professional growth opportunities in businesses for this summer. This program is a cooperative and approved effort between Washington County schools and employers. Would you please help us in distributing the enclosed information?

1) The flier should go to all certified staff including administrators, as soon as possible.

2) The "Job Description" (thick packet) should go to all team leader/department heads in your building (except Math & Science dept. chairs at secondary level, who will receive an individually addressed packet).

3) Please keep one at your desk since you are a key person in your school!

4) Your principal and other teachers who have previously been involved in the program will also receive an individually addressed separate packet.

I have attached a few extra application forms. You may copy them freely!

Please feel free to give me a call if you have any questions! (627-5505) Your prompt assistance is greatly appreciated!! Thank you.

Sincerely,

Tamra Busch-Johnsen

Tamra Busch-Johnsen

P.O. Box 500, 73-759 • Beaverton, OR 97077 • (503) 627-5505

Business-Education Compact of Washington County

April 9, 1990

Dear Department Chair:

The Business-Education Compact of Washington County has placements available for its 1990 summer assistantship program. These assistantships provide professional growth opportunities for teachers to gain new and applied skills in their subject area.

Enclosed is a copy of the job descriptions offered by a variety of businesses and agencies. They differ in length and salary.

Please distribute copies of this letter to all teachers in your department, letting them know you have a copy of all the job descriptions and application forms. Please encourage them to participate!

If you have any question, give me a call. I will be happy to talk with you about other details of the program.

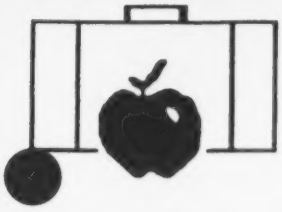
Sincerely,

Tamra Busch-Johnsen

Tamra Busch-Johnsen

Enclosures: Job Descriptions
Application Form

P.O. Box 500, 73-759 • Beaverton, OR 97077 • (503) 627-5505



Business-Education Compact of Washington County

April 9, 1990

Dear Assistantship Alumni:

The Business-Education Compact of Washington County has placements available for its 1990 summer Assistantship Program. As you know these assistantships provide professional growth opportunities for teachers to gain new and applied skills in their subject area.

Enclosed is a copy of the initial job descriptions offered by a variety of businesses and agencies. They differ in length and salary. Additional positions will be offered the end of April.

Please distribute copies of this letter with your name added below to all teachers in your building, letting them know you have a copy of all the job descriptions and application forms. Please encourage them to participate!

If you or anyone else have any questions, give me a call. I will be happy to talk with you about details of the program. We can also send sample resumes upon request!!

Sincerely,

Tamra Busch-Johnsen
(Phone: 627-5505)

Enclosures: Job Descriptions
Application Form

*** Please see _____

for copies of job descriptions, application forms and for a first-hand account of the benefits of participating in the Assistantship Program!!

P.O. Box 500, 73-759 • Beaverton, OR 97077 • (503) 627-5505

Business-Education Compact of Washington County

April 9, 1990

Dear Colleague:

The Business-Education Compact of Washington County has placements available for its 1990 summer assistantship program. These assistantships provide professional growth opportunities for teachers and administrators to gain new and applied skills in their subject area.

Enclosed is a copy of the job descriptions offered by a variety of businesses and agencies. They differ in length and salary. Positions will be available the end of April.

I would appreciate your support of the program and hope you will encourage your certificated staff to apply for one or more positions.

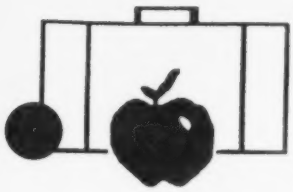
If you have any questions, give me a call. I will be happy to talk with you about other details of the program. We can also send sample resume upon request!!

Sincerely,

Tamra Busch-Johnsen

Enclosures: Job Descriptions
Application Form

P.O. Box 500, 73-759 • Beaverton, OR 97077 • (503) 627-5505



Business-Education Compact of Washington County

ASSISTANTSHIP APPLICATION FORM
1990

Applicant Name _____

Previous Assistantship program participant: ___ Yes ___ No

Position Title Applied for _____
***(A separate application is required for each position)

Company _____

School District _____ School _____

Grade level/Current Responsibilities (e.g., teach 1st grade, Asst. Principal, teach high school science, librarian, etc.)

_____

Home Mailing Address _____

_____

Home Phone _____ Work Phone _____

* * * * * * * * * *

The Compact's Assistantship Program is a cooperative effort between schools and employers. Support for the program is provided by both parties in a variety of ways.

To apply, enclose the following materials as well as any additional information you believe will be helpful in processing your application:

- A signed application form (see reverse side for signatures)
- A current copy of your resume which includes a description of your skills and/or experiences.

*** Forward your application materials to the Compact office no later than:

Friday, April 27, 1990

*** Call the Business-Education Compact office with a questions and/or for assistance: 627-5505

P.O. Box 500, 73-759 • Beaverton, OR 97077 • (503) 627-5505

Assistantship Application
Page 2

APPLICANT:

- _____ I agree, if selected, to abide by the requirements of a negotiated learning contract.
- _____ I agree to participate in two (2) hours of graduate practicum credit (no class time required).
- _____ I am aware of my district's participation/non-participation in contributing financially to my stipend, if selected.

Applicant Signature _____

Date _____

APPLICANT'S PRINCIPAL/SUPERVISOR:

- I approve the applicant's participation.
- _____ District funds are available.

  _____ District funds are limited and may be available.

  _____ District funds are not available.

Principal/Supervisor's Signature:

Name _____

Signature _____

Date _____

Business-Education Compact of Washington County

BART HOEMANN
CHAIRMAN

DAN MORIARTY
VICE-CHAIRMAN

KEVIN BROWN
SECRETARY

GARY LUCAS
TREASURER

TAMRA BUSCH-JOHNSEN
EXECUTIVE DIRECTOR

April, 1989

Dear Assistantship applicant:

Thank you for participating in our 1989 Assistantship Program sponsored by the Business-Education Compact of Washington County! By participating, you have indeed demonstrated initiative and a desire to continue growing professionally.

Your application(s) has been received and forwarded to the appropriate company/agency to which you have applied. The applications will be reviewed by the company personnel and selected applicants invited for an interview. I have asked the businesses to select teachers they wish to interview by May 12, 1989.

If you are selected for the position for which you have applied, please notify me and your district personnel office at once. I will then send you information about the graduate credit available through PSU.

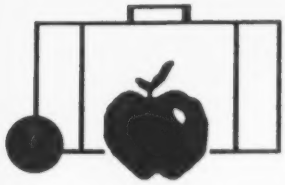
If you have any questions about the program and/or process, please give me a call at 685-3362! Good luck!!

Sincerely,

Tamra Busch-Johnsen

Tamra Busch-Johnsen

P.O. Box 1000, 63-216, Wilsonville, OR 97070-1000



Business-Education Compact of Washington County

April 28, 1989

^F1^
^F2^
^F3^
^F4^
^F5^

Dear ^F6^:

We are now at the next phase of our Assistantship Program in placing an educator with you this summer. I have enclosed the applications of teachers which pertain to the position you have made available. In order to facilitate the selection process before the end of the school year, please complete the following steps as soon as possible:

1) Review the enclosed applications.
2) Select finalists you wish to interview for your position by Friday, May 12th.
3) Inform the Compact office of finalists selected for interviews so that we may have up-to-date information for inquiring teachers.
4) Make your final candidate selection (as well as a first alternate) for each position no later than Wednesday, May 24.
5) Notify the Compact office of the candidate selected as soon as interviews are completed and a position is offered to that teacher.
6) Return applications to the Compact office.

I would emphasize again that you are not obligated to select any applicants for your Assistantship position unless they fully meet your qualifying criteria. If you should decide not to select anyone, please advise me at the earliest possible time.

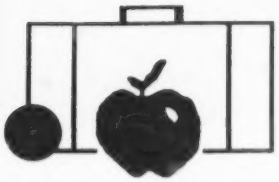
Thanks so much for your participation and for your support in helping the program to proceed as smoothly as possible. If you have any questions about the candidates or the process, please contact me at 685-3362.

Sincerely,

Tamra-Busch Johnsen

Enclosures

P.O. Box 1000, 63-216, Wilsonville, OR 97070-1000



Business-Education Compact of Washington County

Date

Teacher name
Address
City,St,Zip

Dear :

On behalf of the Business-Education Compact of Washington County, I would like to thank you for your participation in the Compact's Assistantship Program. However, other applicants have been selected for the positions(s) for which you applied. The employers gave careful consideration to all applications received and selected candidates who they felt most closely met their criteria for the positions.

The businesses were most impressed with the applications received and wanted me to convey to you that they had an extremely difficult time deciding on final candidates.

A few more positions have been made available for the program. The application deadline is June 2nd. You should have received a green flyer listing those available positions. Also, the Tektronix positions listed in the mauve colored packet are now open to all Washington County educators.

Please give me a call at the Compact office (685-3362) if you have any questions or if you need more information. I hope you will consider applying for these positions and/or that you will consider applying for an Assistantship again next year!

Again thank you for your interest and involvement in our program.

Sincerely,

Tamra Busch-Johnsen
Executive Director

P.O. Box 1000, 63-216, Wilsonville, OR 97070-1000

Business-Education Compact of Washington County

Date

Name
Address
City, State Zip

Dear :

On behalf of the Business-Education Compact of Washington County, I would like to thank you for your participation in the Compact's Assistantship Program. However, other applicants have been selected for the positions(s) for which you applied. The employers gave careful consideration to all applications received and selected candidates who they felt most closely met their criteria for the positions.

The businesses were most impressed with the applications received and wanted me to convey to you that they had an extremely difficult time deciding on final candidates.

Please give me a call at the Compact office (685-3362) if you have any questions. I hope you will consider applying for an Assistantship again next year!

Again thank you for your interest and involvement in our program.

Sincerely,

Tamra Busch-Johnsen
Executive Director

P.O. Box 500, 73-759 • Beaverton, OR 97077 • (503) 627-5505

June 17, 1988

^F1^
^F2^
^F3^

Dear ^F4^:

Congratulations on being selected as a participant in the Assistantship Program sponsored by the Business-Education Compact of Washington County. By now you should have been contacted by your future employer to discuss details of the project.

You will soon be receiving a Learning Contract signed by your employer. Once you receive the document, please take the following steps:

1. Review the form for accuracy of the information.

2. Sign and date the Learning Contract under "Educator".

3. Obtain the signature of your Superintendent or his/her representative under "District Representative".

4. Have the district representative forward the signed Learning Contract to the Compact as soon as possible.

5. Report to work at the agreed upon date and time and have a wonderful experience.

If you are interested in receiving college credit for your work experience, review the enclosed information and give me a call as soon as possible. You will need to get pre-authorization from your district in order to receive tuition reimbursement.

I have also included information about the Compact to help you better understand our organization. There may be contacts from the media concerning the

Letter
June 17, 1988

Assistantship Program and your role in it. Please use these opportunities to paint the best picture of our schools and communities. Your comments and actions will be important in fostering better relationships with the business world. I know I can count on you to represent teachers and schools well.

Again, congratulations on being chosen to participate in this program! A member of the Assistantship Committee will be contacting you this summer to answer any questions you might have about your experience. However, please do not hesitate to call me directly if you have a concern at 685-3362.

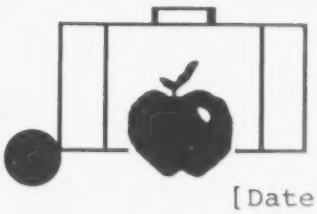
I hope you have a very rewarding experience!

Sincerely,

Tamra Busch-Johnsen

Enclosures

cc: Superintendent
Personnel Director
Principal



Business-Education Compact of Washington County

[Date]

[Name]
[Title]
[Company]
[Address]
[City]

Dear [ ]:

Thank you for your cooperation and help in making our Assistantship Program proceed so smoothly.

Since you have now selected [ ] and have talked with [him] concerning details of the project, it is time to finalize the arrangements in the form of the Learning Contract. I have enclosed the contract form which contains basic information from our telephone conversations. Please review the contract to be certain it meets with your approval. If the project description has changed from the one I have included, please send me a revised one.

After you have signed the contract, forward it to [ ]. He has instructions regarding its further completion. After all parties have signed the document, I will forward the original to you and provide copies to the others.

Since this is a unique program, you may be contacted by members of the media. We hope these contacts should they occur, will be welcomed by you and your company. I will be available during the summer to answer any questions which may arise. Also, a member of the Compact`s Assistantship Committee may contact you to make sure everything is going as smoothly as possible.

One more important item! Please mark your calendar for Thursday, October 5th from 7:00 to 9:30 p.m. at the Greenwood Inn in Beaverton. The Compact will be recognizing you and [company] at our Second Annual Recognition Dinner! This Recognition Dinner will be the educational/business event of the year. It will be co-sponsored with the Oregon Center for Advanced Technology Education (OCATE) and the Lintner Center for Advanced Education and will have a renowned key speaker.

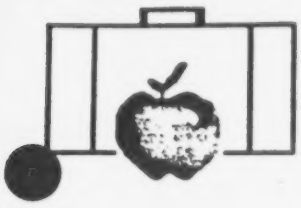
Again, thank you for your support in making this program a successful one.

Sincerely,

Tamra Busch-Johnsen

Enclosures

P.O. Box 1000, 63-216, Wilsonville, OR 97070-1000



Business-Education Compact of Washington County

ASSISTANTSHIP LEARNING CONTRACT

Position Title PHYSICAL SCIENTIST, TECHNICIAN

Employer U.S. Army Corp of Engineers

Educator Don Brown

School District Hillsboro Union High School District

The related Assistantship Project Description is incorporated as part of this contract.

The above parties agree to undertake and/or support the assistantship project described in the attached description and to participate in the evaluation process at its conclusion. The educator agrees to complete a summation document or learning unit within 60 days of the assistantship termination date and submit copies to the school district representative and his/her principal. Specific provisions of the assistantship not covered in the project description are as follows:

Starting Date July 5, 1989 Completion Date August 25, 1989

Total Project Weeks 7 1/2 weeks

Payment Schedule (% Split, Issuing Party, Amounts, Etc.):

The Hillsboro Union High School District shall pay Don Brown $10/hr minus payroll taxes and PERS and shall bill the U.S. Army Corp for $8/hr (monthly).

Other Contract Provisions: Billing info.:

Hillsboro School:
Ray Derrah
Personnel Director
Hillsboro Union High District
645 NE Lincoln
Hillsboro, Oregon 97123

U.S. Army Corp
District Engineer
Portland District
Attn: Chief, CENPP-EN-GG
P.O. Box 2946
Portland, Oregon 97208

***Signatures on the reverse side of this contract.

Contract
Page 2

Signatures:

Employer Representative:

Name James B. Griffiths

Signature James B. Griffiths

Date 16 July 1989

Educator:

Name Don D. Brown

Signature Don D. Brown

Date 7/20/89

District Representative:

Name RAY H. DERRAH

Signature Ray H Derrah

Date 7/24/89

Compact Representative:

Name

Signature Donna Branch Johnson

Date 8-89

SUMMARY OF ASSISTANTSHIP EXPERIENCE*

During my summer of 1988, I was privileged to be employed by the Army Corps of Engineers in Portland, Oregon. I describe it as a privilege because of the wonderful treatment I received while employed there. Being a new employee, there were many things to learn. My supervisor did a very effective job of teaching me and giving me time to learn new tasks. Yet at the same time, I was given credit for skills already in my possession and given the opportunity to work on increasingly difficult projects.

I had the opportunity to work in several departments at the Army Corps, as well as with several professionals in different fields. In one department I did considerable work on subsurface dredge spoils movement. I was also able to get outside on occasion with engineers, gathering data about water quality near the Soils Retention Structure on the Toutle River. Each of these experiences was helpful in painting a more vivid picture of what real scientists and engineers actually do. Just being in the office during the general hubbub helped me to see that the most valuable people are not necessarily those with the highest degrees, but rather those who can accomplish a task.

More specifically science teaching related activities and learning opportunities were numerous. I was introduced to computer capabilities that I had heard of but never experienced. Storing data in spread-sheet form; computer assisted engineering and storage of engineering profiles; and the ability to manipulate information stored into graphs or profiles and then calculate quantities from that information were just a few tasks that I learned about and worked on.

Out in the field I was re-educated to the importance of carefully taking samples, how vital it is to collect the right data, and how useful photographs and even video-tape can be in verifying engineering decisions.

My classroom teaching this year has reflected some of these new found insights. I have spent somewhat more time with my students on science processes than in the past. Facts and knowledge are important, but they can also be found in books. Going about the "doing" of science correctly, like I was introduced to this summer, is of extreme importance to anyone in a technical field.

I have also discussed (from first-hand experience) with my classes the importance of the computer in scientific and engineering endeavors. I hope to get more actual computer practice involved in the classroom, and am planning a project in which data will be stored in the computer, then retrieved and manipulated for analysis.

Finally, I am trying to convey to my students the idea that things take time. Over and over again, I discovered I was helping on projects that had been going on for several years, and would probably continue for several more. Most young people these days expect quick solutions to problems--they see it on TV in a half hour. Therefore spending years to solve a problem or develop a solution can be a difficult concept for them.

In summary, I feel that my employment through the Business-Education Compact this past summer was very worthwhile. I had the opportunity to learn and experience things that were gratifying personally as well as useful in my teaching. The amount of career education gained from working with scientists, technicians, engineers, laborers, and executives was a tremenduous benefit in itself. Now when the students ask, "Why are we learning this stuff?" I have much better answers based on experience!

*This is the actual document prepared by a teacher who had the experience indicated. Names of individuals have been deleted.

ASSISTANTSHIP PROGRAM QUESTIONNAIRE
1989 Business Supervisors
Summary of Responses

1. Did your teacher assistant complete your project?

Yes--(28) No --(1) Meant to be ongoing--(1)

2. How much time did it take to train your teacher?

none--(4) 1 hour--(5) 2-4 hours--(1) 1-1 1/2 days--(1)

2-3 days--(13) 2-2 1/2 weeks--(5) 8 weeks--(1)

3. How much time did it take to supervise your teacher throughout the time period?

10-30 minutes per day--(7) 1-2 hours per day--(6)

every couple of days--(1) little or no--(16)

4. Please rate you how satisfied you were with his/her overall job performance.

Not very satisfied Very satisfied

1--(0) 2--(1) 3--(0) 4--(8) 5--(21)

5. What were the positive experiences you had with this program?

- The teacher produced an excellent product. (8)
- The teacher demonstrated a high degree of professionalism and did quality work. (5)
- This is a quality resource for a short term project. (3)
- It brought a fresh outlook from beyond our company, and the teacher contributed ideas to our organization. (6)
- There was a high degree of enthusiasm of someone who was eager to learn. (3)
- The teacher was highly organized, self-directed and thorough. (2)
- We obtained excellent, capable, experienced, people at a reasonable cost.
- By working with an outstanding classroom educator, I and my staff learned a great deal.
- The teacher provided a positive role model for the summer youth program.
- The teacher gained by receiving insight into our business and practices. We gained by benefiting from his project management skills and thoroughness.
- There was excellent interaction between teacher and our staff.
- I felt it was important to introduce science teachers to the real world of research and relay that experience to the students; I think this was achieved.
- I learned more about what is taught in schools. It was good to see that the quality programs we are using can be applied to education.
- Our assistant provided very valuable assistance with one of our key projects at a time when we were somewhat short-handed.
- We were able to make progress on two projects that we were having difficulty doing.

6. How would you improve the program?

- I was very satisfied with the organization and implementation of the program. (5)
- Contine the project over the Holiday season and next summer. (2)
- Provide more financial support from the schools for the teacher.
- Increase the number of math teachers available for assignments.
- Have a better definition of roles and develop a better orientation training curriculum.
- There needs to be better contact between person doing interviewing for the position and the B/E Compact. Too many "middle men." (Ed. Note: The middle man was in the business in this case.)
- Better communication between Business Compact and teachers.
- Perhaps with more advertising it could be expanded so there would be more participation from both educators and businesses.

7. If you had another project to be completed, would you be willing to participate in the program again?

Yes--(30) No--(0) Uncertain--(0)

ASSISTANTSHIP PROGRAM QUESTIONNAIRE
1989 Teacher Participants
Summary of Responses

**Have you participated in this program before: Yes-- (10) No--(14)

If so, how many years? One--(5) Two--(4) Three--(1)

1. Did you complete your assigned project?

Yes--(24) No--(0)

2. Please rate how satisfied you were with your overall experience.

Not very satisfied Very satisfied

1--(0) 2--(0) 3--(1) 4--(5) 5--(18)

3. Would you participate in the Assistantship Program again as it now exists?

Yes--(24) No--(0)

4. How much time did it take you to learn or to be trained for your task?

0 - 4 hour(s)--(4) 1 -3 day(s)--(13) 2 - 3 week(s)--(4)

Ongoing-- (1) Not Applicable-- (1) Varied on job--(1)

5. What specific skills have you acquired through this experience?

* Teachers said they acquired or improved expertise in the following areas related to the computer: use of the Macintosh (3); database programs (2); computer skills (6); MS-DOS computers (2); word processing (2); spreadsheet; desk top publishing; programming skills; Microsoft Works; Microsoft Word; graphics programs.

* The following skills were identified as either being acquired or improved: research skills (2); writing skills (4); communication skills (2); large group presentation skills (2); curriculum development (2); high tech laboratory skills (2); newsletter editing; video taping & editing; oral interview skills; socialization skills; organizational skills; conducting meetings; money accountability; actual business and marketing skills and experiences; project planning implementation; analyzing and solving unanticipated problems; producing informative and interesting materials.

* The following specific comments do not fall neatly into the above categories, and are listed individually:

    * Appreciation of electronic production procedures and current training procedures used in corporate training.

- How to prepare and present material to a group of people when I have very little prior knowledge of the content.
- Increased ability to cut through red tape and probe for information.
- Increased confidence level when asking, then demanding information.

6. How have you changed professionally/personally by your experience in the Assistantship Program?

- Fourteen teachers indicated that their confidence in their own abilities increased. The statements varied from an increase in general confidence, to their ability to perform in specific areas, including computer use, ability to write and make presentations, and, competency to develop and implement new curriculum;

- Ten responses spoke to the teachers' increased awareness and/or appreciation about various things such as the following: community resources; local history; needs of at-risk students; the problems and pace of development in the area; the pace and nature of research; the link between business and education; the need to vary methods of instruction; applied technology; the problems encountered in producing an electronic product; an understanding of highly skilled, experienced workers, compared to highly educated, little-or-no- experienced workers; and, an appreciation of the beauty of the innocence, enthusiasm, openness, and trainability of the young.

- Three responses dealt with the teachers' attitude about their teaching jobs in the schools. They were: (a) I have gained a better perspective of how being a teacher fits into the big picture-- teachings' advantages and disadvantages; (b) It reinforced my desire to be an excellent teacher; and (c) I returned to the classroom with a new vision.

7. What were the positive experiences you had with this program?

- In addition to the positive statements listed above, regarding skills and professional/ personal changes, teachers also identified positive experiences related to the following: working with and/or creating new friendships with people outside of education (12); completing a challenging and creative assignment (7); support, helpfulness, and quality of the business staff (9); learning about the workings of the businesses which employed them (6); and, being appreciated for their contributions (3).

8. How would you improve the program?

- Get school districts to commit themselves financially to the program;
- Increase teacher pay in recognition of actual contribution to the organization.
- Allow salaries to be determined by applicant's qualifications and experience.
- School districts and businesses need to provide money for more assistantships.
- I would like to see companies provide more/something for the classroom and students.
- Extend personal outreach to teachers to participate.
- Provide participants with general techniques and ideas for beginning their assignments and for fitting in with the existing corporate structure.
- Arrange for the college credit to apply towards advanced degree programs.

- Continue to offer short 2-3 week assignments.
- Try to keep the program running on the established timelines. Example: Deadline for application, and deadline for interview.
- Build a stronger attitude of "valued employee" compared to "summer help."
- Create meaningful jobs for teachers.

9. How will your experiences in business enhance your teaching/curriculum?

- Fourteen respondents reinforced the fact that the skills acquired, and the positive experiences identified in questions above, will be useful as they develop curriculum and go about their daily teaching activities.
- I am designing a business unit that will teach basic skills to my special education students.
- It will provide me with first hand experience to stress cooperative learning in my classroom, and in math particularly with problem solving skills. Any site-based management and self-management system requires all employees to contribute to helping solve problems that occur.
- When discussing technology, I can give students some real world examples from first hand experience.
- Gave me a better understanding of skills needed for the private sector. It "toughened" me up. Allowed me to practice dealing with problems in a straight forward manner.
- I will place more stress on the individual accountability for time and planning the daily work load.
- Further emphasis of satisfying customer wants and needs no matter what kind of business it is.
- It has opened up a relationship with the company so employees come to the high school to observe and present, and my students go to the company to observe.
- I will be able to place more stress on what skills and attitudes are needed in the workplace.

10. What are the major differences between the business world and the educational world in your estimation?

Several teachers compared the pace of work, the use of time, and the stress in the two situations. Typical statements were:

- In schools we are tied to having a class every 40+ minutes. In business you can organize your day in different ways.
- More freedom to do what you want and have to do to get the job done, less beauracratic constraints in business.
- My summer experience was at a much slower pace. It was considerably quieter, but not as rewarding as working with students.
- Pacing--more leisurely schedulein business, with a product at the end, rather than hectic schedule with many smaller products (lessons) due regularly.
- There is much more stress in teaching at the junior high level.
- In the business world one's time is less structured than in education.
- The amount of pressure on the people I worked with this summer is tremendous. Teaching is not as stressful.

- Slower pace of business; no interruptions in projects.
- No bells to adhere to, a flexible schedule, no work to carry home, time to learn whatever is necessary to carry out the job, and QUIET.
- Teaching requires more people-to-people interaction than most business world positions and is a more stressful occupation than most I am acquainted with in the business world.
- The business world is more laid back. They reprioritize when time is short.

Other comments were rather critical of, or quite favorable to, education or business, depending upon the perspective of the respondent. Some of those comments are listed in order to give the flavor of the impressions. They should not be taken as pertaining to the entire business or education communities.

- The business world moves much more quickly on successes. It also treats its employees as an indispensible resource.
- There are more people in the business world who get away with not doing their job. In teaching you have the students to answer to every day. If you don't get the job done, they let you know.
- Teachers work harder than those I've experienced in my three summer jobs.
- Respect of others is greater in business.
- The business environment provides more prestige and appreciation for a job well done.
- Accountability in the business world is taken for granted; it is not in education.
- My experience in the business world has been short and limited to a small company. It was good to see how everyone in this business worked toward a common goal--making the current project a success. The longer I teach, the more difficulties I see in working toward a common goal. Teachers don't have the same chance to work together and consult on classes and projects. Because of this isolation, teachers tend to feel somewhat "self-employed" and I don't see the same dedication toward a common goal.
- There is a less human approach in business, but they are more success oriented for their employees.

- In business there seems to be more undocumented spending of company funds, and a lack of structure/communication between departments. But there is more freedom to complete one project at a time in business.

Two teachers made the following comparisons, which indicate there are many factors which are the same in education and business:

- Some conflicts such as time, workload, and personality adjustments are the same in both situations.
- Same problems (behavior, manners, problem solving, miscommunication), bigger kids.

11. Have you considered leaving the teaching profession for other kinds of employment?

Yes--(14) No--(10)

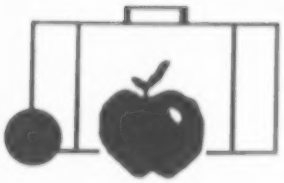
12. If yes, is this decision directly the result of your experience in the Assistantship Program?

Yes--(4) No--(10)

Of the four "yes" respondents, one indicated he/she had been thinking about it prior to the assistantship. Another indicated it was only an indirect relationship. A third added, "But I love kids too much to leave."

Other Typical Comments:

- Each summer I debate whether to work in business or go to graduate school. I choose business because I learn so many practical skills and keep current with the rapidly changing computer field. I enjoy being involved with the businesses that will employ students I teach. I know first hand the types of problems those students will face.
- What a great program! I hope it continues with appropriate matches for teachers to learn new skills and to share their expertise.
- Businesses should not underestimate educators and their ability to complete jobs quickly and well.
- As a coach I could not apply for some jobs because they ran so late in August.
- In my experience, education is looked upon with greater respect by the business world than is often perceived by educators.
- Thank you for establishing and supporting this program. It gives one the opportunity to be challenged and grow in new areas, qualities critical to my life and health as a teacher. Keep up the good work. P.S. This was my first time to attend the Recognition Banquet. I was floored!! It was outstanding.



Business-Education Compact of Washington County

June 15, 1989

Dear Assistantship Participant:

Since you have been selected into our assistantship program by a business/agency, you are eligible to participate for college credit!! Portland State University believes you are receiving very valuable experience and training on your new job and is offering six hours of graduate credit to you.

I have enclosed information about the available credit and a copy of the course schedule. In summary, there are four hours of a practicum available with the requirements being you work in the business and become trained by them and that you complete a unit of instruction by October 30, 1989 based on what you have learned.

There is also available a two credit seminar which entails working at your job and attending class with other participants in the program. Both the practicum and the seminar have been approved by the districts for tuition reimbursement. However, most districts require prior approval before taking the class. You can complete your district's form by using the titles of the courses which I have included for you.

If you are interested in credit, please call the Compact office at 685-3362 immediately. Even if you cannot make all the sessions for the seminar classes, please call and talk to me about it. Substitution arrangements may be able to be made.

Have a good summer!

Sincerely,

Tamra Busch-Johnsen
Executive Director
Business-Education Compact
of Washington County
Phone: 685-3362

Enclosures

P.O. Box 1000, 63-216, Wilsonville, OR 97070-1000

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Business-Education Compact of Washington County

PARTNERSHIP SEMINAR 1989

OBJECTIVES:

1. To give educators the opportunity to remain current in their field by practicing the roles for which they are training their students.
2. To acquaint teachers with the latest technology so they can give students accurate and timely information regarding career opportunities.
3. To introduce educators to a resource which can be tapped in the future to enhance curricula.
4. To rekindle enthusiasm for teaching by giving teachers new ideas for the classroom.
5. To enable educators and employers to better understand one another's worlds in order to engender mutual support.

SESSION TOPICS:

1. Orientation/Expectations
2. First impressions
3. Management styles--changing of managing styles over the years.
4. Professional Image of teachers.
5. Mores, Expectations, Idiosyncracies, Rituals involved in business. (decision-making process, accountability.)
6. High tech/low tech industry--understanding businesses.
7. Addressing fears.
8. Expectations of schools? Basic skills. How important are they?

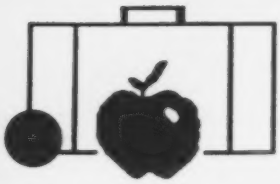
MEETING DATES:

Tuesday, June 14
Tuesday, June 20
Tuesday, June 27
Tuesday, July 5
Tuesday, July 11
Tuesday, July 18
Tuesday, August 15

COMPLETE: 1 of the following community activities by July 18 and submit a 1-2 paragraph summary of your experience:

1. Attend a Chamber of Commerce meeting in your community.
2. Attend an Ambassador A.M. or similar activity.
3. Participate in a Tag-a-Long experience with a fellow seminar person. (Both may get credit for this activity. Be sure to get employer's permission before doing this activity.
4. Attend a Lions Club, or Rotary Club meeting in your community.
5. Other Community activity. (please o.k. with instructor.)

P.O. Box 1000, 63-216, Wilsonville, OR 97070-1000



Business-Education Compact of Washington County

PARTNERSHIP SEMINAR, 1989

COURSE OUTLINE

Session 1	Wednesday, June 14, 1989 Orientation "Ambassadors for your district" Compact information
Session 2	Tuesday, June 20, 1989 Sign up for college credit Course expectations Schools and Business Together-Building Partnerships
Session 3	Tuesday, June 27th Expectations of schools -Guest: Rex Bybee, Principal and Management Consultant for the Pringle Company -Characteristics of 2000 Workforce
Session 4	Wednesday, July 5th High tech/Low tech Speaker to be announced
Session 5	Tuesday, July 11th First Impressions/Observations Writing/Sharing
Session 6	Tuesday, July 18th Compare/contrast styles of management/Work environment -Transfer of experience to your classroom/school
Session 7	Tuesday, August 15th Luncheon

*****All meeting times are from 6:00 p.m. until 9:30 p.m.**

***Additional guests from the business world will be present for short period of times at our meetings.

P.O. Box 1000, 63-216, Wilsonville, OR 97070-1000

Business-Education Compact of Washington County

OCCUPATIONAL PRACTICUM
Summer, 1989

Site: Various Tri-County Businesses/Companies/Government Agencies

Instructor of Record: Tamra Busch-Johnsen

Number of Credits: Maximum of 4, May choose 1, 2, 3, or 4

Type of credit: Graduate

Cost per credit:		
	$113.00	1 Credit
	185.00	2 Credits
	257.00	3 Credits
	329.00	4 Credits

Requirements for credit:

1. Develop a short narration that includes:
   a. a description of the project the teacher will complete at the business.
   b. the number of hours to be worked.
   c. the dates and location of work.
   d. a description of the activities of how the teacher plans to update his/her curriculum or use the information to educate other teachers.
   e. three objectives of the outcome of this experience.
2. Submit this narration to Tamra by June 26, 1989
3. Complete the requirements as stated on the Learning Contract and submit a copy of it to Tamra.
4. Submit a graduate-level working document pertaining to the following statements:
   a. Describe to what extent you accomplished the objectives identified in your Project Proposal.
   b Develop a unit of linstruction that incorporates what you learned from the experience. Include: goals/objectives, activities, timeline.

Grading: Papers must be submitted by October 13, 1989

P.O. Box 1000, 63-216, Wilsonville, OR 97070-1000

Issue #7 December 1989

APPENDIX Q

COMPACT Connection

A newsletter of the Washington County Business-Education Compact

Annual Recognition Dinner Honors Participants

The Compact's second annual recognition dinner Oct. 5 brought some 360 business people and educators together to celebrate and to renew their joint commitment to educational excellence and technological advancement in Washington County. Other sponsors of the event were the Lintner Center for Advanced Education and the Oregon Center for Advanced Technology Education (OCATE).

Five individuals earned special honors for their contribution to education locally. Chuck Frost, Vice-President of Public Affairs for Tektronix, Inc., received the Compact's business Globe Award. He has led the Washington County Roundtable for Youth in its efforts to encourage at-risk youth to complete their education and to help them find employment. Frost is a mentor for a high school student and encouraged a number of other business people to join the Rountable's mentorship program (see related story).

The educator Globe Award went to Tim Pflaum, marketing teacher at Tigard High School. A two-time participant in the Educator Assistantship program, Pflaum worked this

Continued on page 2...

Compact's Moved!

Business-Education Compact of Washington County
P.O. Box 500, 73-759
Beaverton, Oregon 97077

Phone: 627-5505
Fax: 627-6905

Modern day Moses Stirs Recognition Dinner Audience

Washington County is not East Harlem. But disadvantaged youth in both places need the same personal commitment from their community to become productive adults.

That was industrialist Eugene Lang's message as he told the Compact recognition dinner audience success stories of Harlem youth served by his "I Have A Dream Foundation".

In 1980, Lang gained notoriety by promising to provide college scholarships for 61 sixth graders at his former East Harlem grade

Continued on page 2...

COMPACT IS AWARDED STATE MONIES

As a result of recent legislation due to the leadership of Senator Jeannette Hamby and Senator Shirley Gold, the Compact has been awarded $50,000 from the state in conjunction with the Oregon Economic Development Department and the Department of Education. The Compact's task is as outlined:

1. To devise a plan to make the Compact Assistantship Program financially self-sustaining.
2. To develop a "tool kit" to assist other communities to start our assistantship program.
3. To develop a plan for a customized assistantship program for school administrators.

Dr. George Russell, retired Deputy Superintendent of the Beaverton School District, has agreed to work with the Compact on this state project. ❑

Pacific Rim Conference Huge Success

The second annual Washington County Pacific Rim Education Conference and Resource Fair drew some 150 educators to Pacific University Oct. 19.

The all-day event featured panelists discussing the value of East Asian studies, reports on recent developments in China and Japan, as well as workshops on developing classroom curriculum and teaching materials. Among the speakers were former Oregon Governor Vic Atiyeh, Charles Allcock, World Trade Center Director; John Kageyama, President of America Kotobuki; and Charlotte Kennedy, World Affairs Council Executive Director.

Conference director was Orestes Yambouranis, a music teacher at Beaverton's Hazeldale Elementary School. He was assisted by Seth Singleton, Pacific University Dean of Arts and Sciences, and Linda Tamura, Associate Professor of Education at Pacific.

The conference was sponsored by the Compact in conjunction with the Beaverton School District, Forest Grove Chamber of Commerce, Oregon International Council, Pacific Intercultural Institute, Tektronix, Nike, PSU International Trade Institute, and the Washington County ESD. ❑

Recognition Dinner *(continued from page 1...)*
summer for U.S. Bankcorp designing a product manual and self-training guide for its customer service personnel. He also conducted a marketing survey for Peerless Corp. in Tualatin two years ago. From these business experiences, he has developed classroom marketing projects that involve his students in helping local businesses with marketing needs. He also has initiated partnerships between local businesses and Tigard High School.

A special Globe Award was presented to Boyd Applegarth, who Compact Chairman Kevin Brown described as the "godfather of the Compact." He thanked the former Beaverton school superintendent for his leadership in forming the Compact and for promoting business-school partnerships and innovative professional growth opportunities for teachers in his district.

The Lintner Center presented its Globe Award to James Hurd, co-founder and President of Planar Systems, Inc. Presenter Eric Lintner praised Hurd as a business person "who gives time to promoting excellence in higher education, access to education, and business-school partnerships."

Justin Rattner, Director of Technology at Intel Scientific Computers in Beaverton, received OCATE's Globe Award for outstanding scientific contributions to Oregon's advanced technology. His leadership in the architectural design of Intel's first 32-bit microprocessor has brought the company and this area a national reputation in high speed computing. ❑

Modern Day Moses *(continued from page 1...)*
school if they completed high school. Today, 44 of those students have graduated and more than half are enrolled in college full or part-time — impressive statistics considering the Harlem school dropout rate is 75 percent.

Lang believes these students weren't motivated so much by the scholarship promise as by his personal involvement in their lives. He watched over their progress, treated them to meals and outings, and was a phone call away to resolve problems and offer encouragement.

"I told the students that each of them must have a dream. But a dream does not come true overnight. You must believe in it, work for it. And that means staying in school."

Lang's work with disadvantaged youth has gone far beyond an "expression of social concern", he said. It has become a vocation. His

Lang's work with disadvantaged youth has gone far beyond an "expression of social concern", he said. It has become a vocation.

"I Have A Dream Foundation" is encouraging other communities to develop programs similar to his in New York. Today, 135 sponsors are helping 9,000 "dreamers" in 32 U.S. cities.

"Our dreamers are very cost effective," he said. "It takes about $300,000 in today's dollars to sponsor a group of 40-80 'dreamers' for 10

years, about what it costs to keep one youngster in jail for 10 years." Public education systems alone cannot meet the needs of disadvantaged student, he said. "We need caring and responsive action by individuals to keep children from falling through the cracks in the system. I cared and acted. That's what the program is all about."

Lang carried his message to local business leaders at a breakfast hosted by the Business-Education Compact, Associated Oregon Industries and the Oregon Business Council. He stressed the importance of business people getting involved with youth and suggested ways they could begin. He also spoke to area school officials where he emphasized the critical need for students to finish high school and continue their education beyond high school. Eighty percent of new jobs require the equivalent of two years of college, he noted.

Lang's mission is to help create a new generation of children- "to help education to rid against mores of our culture." the cycle of dropouts must be broken. It took Moses 40 years in the wilderness to create a new mentality in his people. Lang's mission giving hope to children and of developing aspiration in them all may take two generations. "But the journey for education is the most important journey of our lives."

Lang grew up in East Harlem and made his fortune developing new technologies into commercial ventures. He is founder and president of REFAC Technology Development Corp., which specializes in the negotiation and administration of international manufacturing ventures. ❑

New President In Office

Kevin Brown, Director of Licensing for Nike has been elected Chairman of the Compact. Kevin runs international licensing for Nike and spends a good deal of time abroad.

He brings a strong sense of commitment to the Compact and urges others to sign up to join us only "if you are willing to roll up your sleeves and work."

Other officers include: Dr. Dan Moriarty, President of PCC; Bart Hoemann, President of Peerless Corporation; Gary Lucas, Superintendent of Forest Grove School District; Betty Atteberry, Executive Director of Sunset Corridor Association; Pete Taylor, Assistant Superintendent of Tigard School District; and Gary Conkling, Director of Public Affairs for Tektronix.

Assistantship Program Thrives

by Tamra Busch-Johnsen

In the few years that I have been involved with the Compact and its Assistantship program, I have been the fortunate one to personally hear the wonderful stories teachers tell me as a result of their work experiences.

They talk of newly learned skills or a concept of teamwork they had never experienced before. A better understanding of business needs and problems is always mentioned as information they will use in their classes. "I can hardly wait for school to start to try a new managerial approach with my kids," exclaimed Jeff Eyman, a Whitford Jr. High teacher in the Beaverton school district. Jeff worked as a Process Documentation Assistant for Sequent Computer Systems. In addition, Jeff has learned the importance of teaching students how to solve problems. When Jeff asks his math classes what he wants his students to be when they leave his classroom, they now respond "problem-solvers"!

All teachers mention the many resources they have added to their classroom, curriculum and school. The CONNECTION will be sharing stories from our participants in every edition starting with this issue. In this way, you as a reader will also be able to delight in the excitement and the value of the experiences from both the teacher and business person point of view. (See related story by Ron Tennison)

The assistantship program has grown tremendously in that it had 85 teachers involved in our program this year. From research assistant to physical scientist, from writer to construction supervisor, teachers again learned new skills, new ideas and new knowledge to apply to their classroom.

The Compact wishes to thank the following businesses who went out of their way to provide professional experiences for teachers:

City of Beaverton
GTE Northwest
Good Samaritan Hospital-Neurological Institute
Greenwood Inn
Interwest Applied Research
ADC Kentrox
Mentor Graphics
Metro Washington Park Zoo

continued on page 4...

Q & D Plastics
NEC America, Inc.
NW Reg. Educational Lab
Nike, Inc.
Oregon Graduate Center
OMSI
Oregon Regional Primate Research Center
Oregon Health Sciences University
Pacific Hybrid Microelectronics
Peerless Corporation
Saturday Academy
Sequent Computer Systems
State Farm Insurance
Tektronix, Incorporated (Beaverton & Forest Grove)
TIMES PUBLICATIONS
U.S. Army Corps of Engineers
U.S. Bancorp
U.S. Fish & Wildlife Service
Washington County Community Action Org.
Washington County Historical Society
Washington Federal Savings ❑

"OUT OF THE IVORY TOWER"

by Ron Tenison, Computer teacher from Catlin Gabel School

The problem with teaching about computers is that you have only a limited opportunity to use them. The other problem with teaching about computers is that the same rapid advancement that drives the high tech industry changes what you teach—seemingly almost weekly. As a computer teacher, I have to be making major changes every year to have my program not get out of date. That means conferences, workshops and a rather aggressive and expensive training program. The Business-Education Compact was the answer to a dream this summer. It provided me with an extraordinary opportunity to learn, gave me the opportunity to program computers all summer, and paid me to do it.

Throughout the Assistantship program, I found myself employed by Mentor Graphics as well as in a seminar run by Compact executive director, Tamra Busch-Johnsen. I had hoped to earn some extra money for my son's college tuition, do some programming, and find some resources and some techniques that I could carry back to the classroom.

What I found was beyond my wildest dreams. The summer has been the equivalent of a kid in an information candy store that was giving away free samples. At Mentor, I lucked into a nearly ideal situation. I was placed with a group of people who were wonderful and supportive. I had expected professionals and I was not disappointed. There was a sense of ethics, hard work, and teamwork that I had not expected, but which Mentor went out of its way to foster in its employees. Even being a temporary employee, I felt included in the group in a way that I have not felt in 20 years of teaching. There was a sense of purpose and direction that I don't think exists in education. There is however, a lot that we can learn from Mentor Graphics about setting goals, communicating, and working as a team. We pride our independence in education to the point that we work at the same place but not really with each other.

I was able to have conversations with both of my Mentor managers on several occasions and found them very willing to discuss and share management techniques, from the way evaluations are done to techniques of building a spirit of team, to ethics case studies, to information about working with a variety of personalities. With teachers working as essentially managers in a classroom environment— I have marveled at how much information and training Mentor had available and in comparison, how poorly trained teachers and administrators are for very similar jobs. As a result when Tektronix, Inc. offered those of us in the seminar an opportunity to partake of a similar training program, I jumped at the chance.

A second major area is that of Quality. I worked with the people in the Corporate Quality Group at Mentor who were very concerned about producing a quality product and in trying to develop ways of defining, measuring and improving that quality. We spend a lot of time in education talking about giving kids a good education but we have only the vaguest sense of what that is, how good a job we do, and what we could do to improve.

The third area was that of resources. I had hoped to find resources but the folks at Mentor and, through summer contacts, at Tektronix were wonderful. They were so free with information, books, journal articles, offers to come to my classroom to talk, and suggestions of other people to contact elsewhere where they may have also worked.

Finally, I spent my summer writing programs to solve real-world, challenging problems. I tackled the largest programming problem that I have tackled, which allowed me to utilize and practice many of the techniques that I teach in the classroom.

What about benefits to Catlin and my students? I will be providing a much more rigorous and realistic team programming experience and will be asking students to do a much more formal job of planning and evaluating their project. For the first time I will be implementing a formal team design and code review and will be aided by a professional from Tektronix in bringing that off successfully. In addition, I will push toward the addition of data base software and a matching curriculum. Two members of my Mentor group have volunteered to work with me and the class to develop that curriculum.

What did I do on my summer vacation? I took a trip that you wouldn't believe, and the ripples from my dive into the real world of high technology will be lapping against the walls at Catlin Gabel for years to come. Also, I made some new friends whom I treasure dearly and whom I hope will last a long, long time. ❑

Special thanks to Ryan Mitchell, a senior at Sunset High School, for the production and page layout design of this newsletter.

Washington County
Business-Education Compact
P.O. Box 500, 73-759
Beaverton, OR 97077
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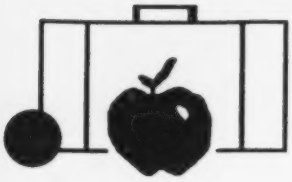


Business-Education Compact of Washington County

BUSINESS-EDUCATION COMPACT
ASSISTANTSHIP RECEPTION

Dear Assistantship Alumni:

As a past participant in the Assistantship Program offered by the Business-Education Compact of Washington County, we are pleased to invite you to attend a reception for the Assistantship Alumni Group.

The reception will be held from 4:30 - 6:00 p.m. on February 7th at the Washington Park Zoo, Africa Plains Banquet Room. The reception will include table-top exhibits of assistantship results, refreshments, and an opportunity to meet with other teachers and business leaders who have participated in the Assistantship Program. Introductions and a brief program will take place from 5:15 - 5:30 p.m.

Business leaders. . . share your Assistantship experience with other business leaders. Meet past participants and other teachers who may be interested in the Assistantship program.

Teachers. . . share your Assistantship experience with other teachers. Meet business leaders who may be providing future opportunities in the Assistantship program.

Please RSVP by February 2, 1990 by calling:

Business-Education Compact
of Washington County
627-5505

Judy Erdman
Mentor Graphics Corporation

Tim Pflaum
Tigard High School

Assistantship Committee Co-Chairs

P.O. Box 500, 73-759 • Beaverton, OR 97077 • (503) 627-5505

Business-Education Compact of Washington County

Have you ever wondered

about those assistantships

for teachers they offer every summer?

How hard are they to get?
Who gets them? What do they have to do?
What does this have to do with classroom teaching?

The Washington County Business and Education Compact
Assistantship Committee
invites you to come find out!

4:30-6:00 p.m., February 7
Africa Plains Banquet Room at the Washington Park Zoo

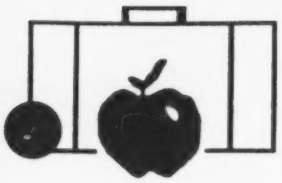
> Teachers who held assistantships last summer will explain their jobs and projects and how the experience impacted their teaching.

> Business leaders will be on hand to talk about the jobs they have offered in the past and will offer in the future.

Please RSVP by February 2 to:

Business and Education Compact

627-5505



Business-Education Compact of Washington County

KEVIN BROWN
CHAIRMAN

DAN MORIARTY
VICE-CHAIRMAN

BETTY ATTEBERRY
SECRETARY

GARY LUCAS
TREASURER

TAMRA BUSCH-JOHNSEN
EXECUTIVE DIRECTOR

February 21, 1990

Dear _____:

The Business Education Compact is in need of your assistance! In order for us to have a successful assistantship program, teachers need to know about it!

Would you be able to assist us in "selling" our program to teachers and administrators by presenting an informal talk to your school staff and to the staff(s) of _____ at a faculty meeting? Please make your own arrangements with school principals.

I have enclosed a copy of a possible script - not that you have a lack of something to say - but rather that you feel comfortable with the facts of the program.

Please make these presentations between now and April 16th! We should have around 50 positions available this summer with six (6) graduate hours of college credit being offered too.

I'm counting on you to "pump up" the teachers! Please call me if you have any questions.

Thanks for your help!

Tamra Busch-Johnsen

Enclosures

P.O. Box 500, 73-759 • Beaverton, OR 97077 • (503) 627-5505

Business-Education Compact of Washington County

***Make copies of pink 1989 Educator Assistantships or Assistantship Program Summer, 1990 for staff members

PRESENTATION TO SCHOOL FACULTY MEMBERS
CONCERNING THE 1990 ASSISTANTSHIP PROGRAM

SUGGESTED SCRIPT:

Hi, my name is_____and I teach _____at _____(school). I am here to talk to you about a program which I participated in last summer (or the summer before) which you might be interested in for yourself. It is called the Assistantship Program, sponsored by the Business-Education Compact of Washington County. The Compact is a non-profit organization which offers professional growth opportunities for educators in Washington County for the purposes of enhancing the education of students in the schools.

Many of you are probably familiar with the program since all of you received information about it last spring. For those of you new to the district - in a nutshell- the Assistantship Program places teachers in businesses for a period of time (generally between 3-9 weeks) to complete projects for the businesses. The program has proven to be of great value to both businesses and teachers.

The teacher is paid a salary which is jointly paid for by the businesses and school districts. This year the business pay 70% of the salary with the districts paying 30% of it (if the district has funding). The guideline is $10/hour. Returning participants will receive $8/hr from the business. However, salaries will vary from business to business since some of them will pay 100% of the costs and will offer more than $10/hr. You may participate whether or not your district is able to contribute any money. Most districts do not.

All projects/jobs with companies will be offered to you. You will be able to apply to as many as appeal to you. Six hours of college credit is also available.

I was a participant in this program. I worked at-_____(company/agency) as their _____(describe what you did).

Benefits to me professionally:

Benefits to my students/curriculum/school:

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Script
page 2

This year, in addition to the businesses list on your sheet, the Assistantship coordinator is exploring positions with the following businesses/agencies:

U.S. Army Corps of Engineers
Port of Portland
Neurological Sciences Institute
Tektronix, Inc.
Nike, Inc.
Veterans Administration
St. Vincent's Hospital
Meridian Park Hospital
Healthlink
U.S. Fish & Wildlife
Fujitsu
General Telephone
OMSI
Valley National Bank
Washington Federal
First Interstate
U.S. Bankcorp
Pacific Learning Systems
Oregonian
Young American
Washington County Historical Society
Reser's Food
Avia
PGE
NEC, America
Washington Park Zoo
Peerless

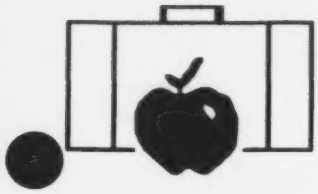
These are just some of the ones being explored currently. A confirmed list with a brief description will be in your hands by the end of March or first of April.

**Add a note about how you felt applying and how you felt after the experience. (nervous, scared, apprehensive?-- more confident, better skilled?)

THE PERSON YOU WILL WANT TO CALL WITH QUESTIONS AND MORE INFORMATION ABOUT THE PROGRAM IS TAMRA BUSCH-JOHNSEN AT 627-5505.

Tamra will also be offering a workshop on how to put together an impressive application and how to interview successfully on the evening of Wednesday, March 14, 1990. You will receive a special flyer on the workshop in your mailbox at the end of February.

ENCOURAGE ALL TO PARTICIPATE!!!!!



Business-Education Compact of Washington County

2/1/90

½Pfix ½Fname ½Lname
½Company/School
½Address
½City, ½State ½Zip

Dear ½Fname:

You may be aware that the recent legislation provides money through which a certificated vocational technical teacher can be granted a summer intern position in a production-oriented business or industry setting related to his/her teaching assignment. This letter is to acquaint you with some of the details of that program and to ask you if you would be interested in being a participant with it.

The Business-Education Compact of Washington County has been contracted by the Portland Area Vocational Technical Educational Consortium (PAVTEC) to manage this State-funded program for Portland Community College and for public high schools within the Portland Community College district. Information about your interest and needs will help us identify industry sites and specific jobs in which you might like to work for the summer of 1990. Graduate credit is also available.

The State is offering $90/day for three weeks. If you choose to work longer than three weeks, your salary may be negotiated higher by Compact staff. Your quick response of your interest in this program will be greatly appreciated.

The Compact's teacher intern (assistantship) program has proven very valuable for all parties involved. Teachers who have participated have stated that classroom instruction has been enriched by first-hand experience in the workplace and with a contemporary understanding of needed job skills. The Compact's initial business contacts have indicated a great deal of interest in having a vocational technical teacher work with them in the summer.

If you are interested, here's what you do:

1. Complete the enclosed response sheet and return it by **Friday, February 16th.**

2. Call 627-5505 with any questions.

I encourage you to get involved with PAVTEC and the Compact!

Sincerely,

Tamra Busch-Johnsen
Executive Director

P.O. Box 500, 73-759 • Beaverton, OR 97077 • (503) 627-5505

VOCATIONAL TECHNICAL TEACHER
STATEMENT OF INTEREST

_____YES, I AM MILDLY INTERESTED IN BEING A PARTICIPANT

_____YES, I AM VERY INTERESTED IN BEING A PARTICIPANT

_____I am interested in working only 3 weeks this summer

_____I am interested in working longer than 3 weeks.

How many weeks?_____

NAME_____DAYTIME PHONE_____

HOME ADDRESS_____
(Street) (City) (Zip)

SCHOOL_____DISTRICT_____

VOCATIONAL TECHNICAL COURSES YOU TEACH AND NUMBER OF YEARS YOU HAVE TAUGHT THEM INCLUDING THIS YEAR.

_____

_____

_____

TOTAL NUMBER OF YEARS SPENT TEACHING VOCATIONAL COURSES _____

Please provide information about your qualifications and desired experiences related to your teaching field. Include specific training and/or work experiences. We are interested in you telling us anything about your skills that will help us design a job to fit your talents and needs.

For example, related to background, "My training has been in the field of welding. Within the past five years I have worked as a shipfitter in the Mannheim Shipyard. I am qualified to carry out all general welding projects and can teach others basic elements."

Business Education teachers should refer to experiences related to your area of instruction.

(over)

BACKGROUND, TRAINING, AND EXPERIENCE: (Use a separate sheet if necessary)

_____

_____

_____

_____

Regarding needs and/or desires, "I would like to work in a situation where I can be updated on the latest procedures in welding and become acquainted with new requirements and techniques."

DESIRES IN TERMS OF A TRAINING POSITION: (Use a separate sheet if necessary)

_____

_____

_____

_____

A Compact staff member will contact you to talk with you about your interests and needs, including salary.

Please return this Statement of Interest form in the enclosed envelope no later than February 16th to:

Business-Education Compact
of Washington County
P. O. Box 500, 73-759
Beaverton, Oregon 97077

(Phone: (503) 627-5505)

Business-Education Compact of Washington County

February 13, 1990

Dear Counselor:

You may be aware that the recent legislation provides money through which a certificated vocational technical teacher or counselor can be granted a summer intern position in a production-oriented business or industry setting related to his/her teaching assignment. This letter is to acquaint you with some of the details of that program and to ask you if you would be interested in being a participant with it.

The Business-Education Compact of Washington County has been contracted by the Portland Area Vocational Technical Educational Consortium (PAVTEC) to manage this State-funded program for Portland Community College and for public high schools within the Portland Community College district. Information about your interest and needs will help us identify industry sites and specific jobs in which you might like to work for the summer of 1990. Graduate credit is also available.

The State is offering $90/day for three weeks. If you choose to work longer than three weeks, your salary may be negotiated higher by Compact staff. There is a mandatory 2 hr. graduate credit for each teacher/counselor who participates. Your quick response of your interest in this program will be greatly appreciated.

The Compact's teacher intern (assistantship) program has proven very valuable for all parties involved. Teachers who have participated have stated that classroom instruction has been enriched by first-hand experience in the workplace and with a contemporary understanding of needed job skills. The Compact's initial business contacts have indicated a great deal of interest in having a vocational technical teacher work with them in the summer.

If you are interested, here's what you do:

1. Complete the enclosed response sheet and return it by **Friday, February 23th.**

2. Call 627-5505 with any questions.

I encourage you to get involved with PAVTEC and the Compact!

Sincerely,

JoAnne Forman

JoAnne Forman
Assistantship Coordinator

P.O. Box 500, 73-759 • Beaverton, OR 97077 • (503) 627-5505

COUNSELOR
STATEMENT OF INTEREST

_____YES, I AM MILDLY INTERESTED IN BEING A PARTICIPANT

_____YES, I AM VERY INTERESTED IN BEING A PARTICIPANT

_____I am interested in working only 3 weeks this summer

_____I am interested in working longer than 3 weeks.

How many weeks?_____

NAME_____DAYTIME PHONE_____

HOME ADDRESS_____
(Street) (City) (Zip)

SCHOOL_____DISTRICT_____

COUNSELING RESPONSIBILITIES OR OTHER DUTIES

_____

_____

_____

TOTAL NUMBER OF YEARS SPENT COUNSELING _____

Please provide information about your qualifications and desired experiences related to your counseling field. Include specific training and/or work experiences. We are interested in you telling us anything about your skills that will help us design a job to fit your talents and needs.

Business Education teachers and counselors should refer to experiences related to your area of instruction.

(over)

BACKGROUND, TRAINING, AND EXPERIENCE: (Use a separate sheet if necessary)

_____

_____

_____

_____

DESIRES IN TERMS OF A TRAINING POSITION: (Use a separate sheet if necessary)

_____

_____

_____

_____

A Compact staff member will contact you to talk with you about your interests and needs, including salary.

Please return this Statement of Interest form no later than February 23rd to:

Business-Education Compact
of Washington County
P. O. Box 500, 73-759
Beaverton, Oregon 97077

(Phone: (503) 627-5505)